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ABSTRACT

This report presents the evaluation findings of a 3-year project to develop a comprehensive statewide (Montana) inservice program in gifted and talented education. An introduction summarizes the project's results: regional leaders presented 172 trainings to 3,021 individuals, thereby affecting 90,124 students; conducted 36 consultations in various school districts; and provided intensive training to 40 teachers through 2 summer leadership training institutes. The report then focuses on four areas: (1) selection of the institute participants; (2) evaluation of the summer institutes; (3) evaluation of the local in-service workshops; and (4) the follow-up evaluation of local in-service workshops. The report includes tables detailing participant characteristics, statistical analyses, graphs, speaker evaluation ratings, application forms, trainer qualifications, the application review form, pre/post test results for participants, summaries of trainings by individual trainers, individual workshop evaluation results, extensive printouts of statistical analyses performed on the workshop evaluation results, and evaluation of the follow-up to the workshops. (DB)

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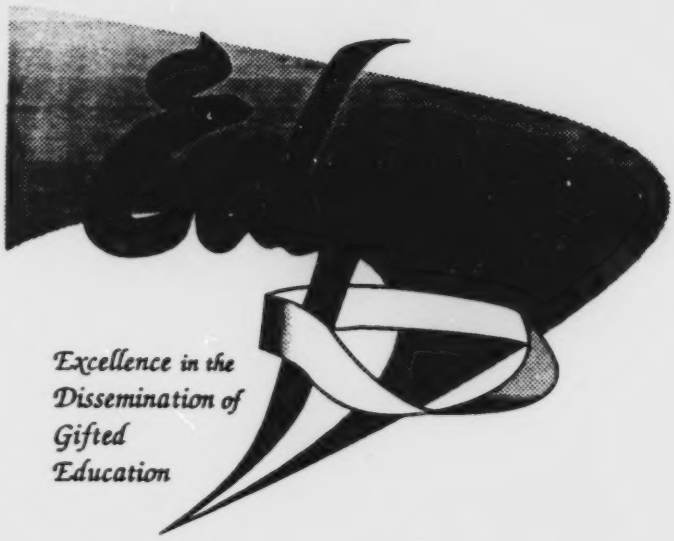
ED 404 797

PROJECT EDGE
FINAL EVALUATION REPORT



MONTANA ASSOCIATION OF
GIFTED AND TALENTED EDUCATION

JACOB K. JAVITS GRANT PROJECT
U. S. DEPARTMENT OF EDUCATION

PR/AWARD # R206A00208-90

EC 305315

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FACE SHEET FOR FINAL REPORT
AT EXPIRATION OF JAVITS GRANT PERIOD
U. S. DEPARTMENT OF EDUCATION

PR/AWARD NUMBER:	R206A00208-90
RECIPIENT'S LEGAL NAME:	Montana Association of Gifted and Talented Education
ORGANIZATIONAL UNIT:	Gifted Education, Curriculum Services
MAILING ADDRESS:	Montana Office of Public Instruction State Capitol Helena, Montana 59620
PROJECT TITLE:	Project EDGE (Excellence in the Dissemination of Gifted Education)
PROJECT PERIOD:	01/01/90 - 12/31/92
FUNDING AWARDS:	
YEAR 1 FEDERAL:	$225,484
YEAR 1 OTHER:	-0-
YEAR 2 FEDERAL:	$220,890
YEAR 2 OTHER:	-0-
TOTAL FUNDING:	$446,374
RECIPIENT PROJECT DIRECTOR:	Michael Hall, Gifted Education Specialist
TELEPHONE NUMBER:	406-444-4422
EDUCATION PROGRAM STAFF:	Margaret Chavez
EDUCATION GRANTS STAFF:	Paul Clarke

Michael Hall, Gifted Education Specialist 406-444-4422
(Typed Name of Authorized Representative) (Title) (Telephone Number)

Michael Hall 3-24-93
(Signature of Authorized Representative) (Date Signed)

EVALUATION REPORT ADVANCED ORGANIZER

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PROJECT EDGE
JAVITS GRANT PROJECT

GOALS/ OBJECTIVES	1991-1992	1992-1993
	SOURCES OF DATA	SOURCES OF DATA
To develop a comprehensive statewide inservice education program in gifted and talented education in Montana.	•Statewide surveys •Project Participant Applications •Project Staff Applications •Interviews	•Statewide surveys •Workshop evaluation forms completed by each attendee •Phone logs of requests for assistance •Computer network requests for assistance •Evaluation data in final report
To further develop the expertise in gifted and talented education content background of a select group of K-8 teachers.	•Pre/post test of attitudes and knowledge •Project Participant Applications •Institute Evaluations •Individual speaker/consultant evaluation forms •Follow-up survey	•Pre/post test of attitudes and knowledge •Institute Evaluations •Individual speaker/consultant evaluation forms •Evaluation data in final report
To enhance the ability of teachers to implement instructional methodologies for gifted and talented students within the regular classroom.	•Instructor evaluations of participant workshops during the summer institute •Training logs •Training sign-in sheets •Outlines of presentations and handout materials •Workshop evaluation forms completed by each attendee	•Instructor evaluations of participant workshops during the summer institute •Training logs •Training sign-in sheets •Workshop evaluation forms completed by each attendee •Follow-up survey to districts with high percent of trained staff •Evaluation data in final report

SUMMARY OF OBJECTIVES AND MAJOR OUTCOMES

OBJECTIVES

1. To develop a comprehensive statewide inservice education program in gifted and talented education that will help schools to:

   a. Identify and meet the special educational needs of gifted and talented students.

   b. Provide quality professional staff development opportunities in gifted education.

   c. Increase awareness of the diversities, including female and the Native American population within the field of gifted education.

2. Further develop the expertise in gifted and talented education content background of a select group of K-8 teachers.

3. Enhance the ability of teachers to implement instructional methodologies for gifted and talented students within the regular classroom.

III. SUMMARY OF MAJOR OUTCOMES

The major outcomes in the achievement of these objectives were:

1. Statewide Inservice Program:

Regional Leaders presented 172 trainings to 3,021 individuals effecting 90,124 students during years one and two. Regional leaders also conducted 36 consultations in various school districts throughout the state.

2. Summer Leadership Institutes:

Two summer leadership training institutes conducted over a two-year period inserviced 40 K-8 teachers on the diverse needs of gifted and talented students and trained them to be regional leaders capable of providing this information to school districts statewide through inservice programs. Training was given by established consultants from the field.

IV. Indicators

MAJOR OUTCOME #1 COMPREHENSIVE STATEWIDE INSERVICE PROGRAM

(OBJECTIVES #1 and #3)

To provide inservice education programs statewide.

To enhance the ability of teachers to implement instructional methodologies for gifted and talented students within the regular classroom.

STRATEGIES

The regional leaders presented workshops and provided consultations across the state. Presentations were made to school districts, school boards, schools, students, parents and individual teachers and administrators.

1. Participants were trained in effective presentation skills.

2. Participants were given guided practice, critiqued by the audience and then followed by individual consultations concerning presentations and skills.

3. Participants were required to give presentations throughout the following school year.

4. Presenters were required to submit an outline of the presentation, presentation materials, a sign-in sheet of participants and evaluation forms completed by each participant.

5. After the first year presenting experiences, further coursework on presentation skills was included in the year two training.

EVALUATION DATA FOR STATEWIDE INSERVICE PROGRAM INCLUDES:

- Summary of trainings provided by each trainer according to number of presentations and number of grade-level teachers participating,

- Summary of training offered to school district personnel in each county,

- Summary of overall effectiveness of workshops presented by each trainer, and a

- Correlation of workshop evaluation items.

SEE EXECUTIVE SUMMARY TAB FOR
A SYNTHESIS OF RESULTS

SEE OBJECTIVE #3 TAB FOR EVALUATION DATA
ON INSERVICE PRESENTATIONS

SEE OBJECTIVE #4 TAB FOR FOLLOW-UP
EVALUATION DATA ON INSERVICE
PRESENTATIONS

MAJOR OUTCOME #2 SUMMER LEADERSHIP INSTITUTES

(OBJECTIVES #2 AND #3)

To further develop the gifted education expertise of a select group of K-8 teachers.

To enhance the ability of teachers to implement instructional methodologies for gifted and talented students within the regular classroom.

STRATEGIES

1. In the fall of 1989, a statewide publicity plan notified all Montana schools about the project. Articles were published in the Office of Public Instruction quarterly newsletter, Montana AGATE newsletter, Montana Rural Education newsletter, Montana Education Association newsletter, School Administrators of Montana, Montana School Board Association, Montana Association for Secondary School Principals.

2. Dr. Rod Thronson and Dr. David Davison were selected from the gifted education field to be on-site coordinators at the individual sites.

3. The on-site instructor positions were advertized in regional newspapers and in the Montana AGATE newsletter. Six individuals applied for the positions available by completing the standard application for employment utilized by the state of Montana. The six, who all held master's degrees and appropriate experience in the field of gifted education were interviewed by the project director, on-site coordinators and two on-site instructors who were identified in the original proposal. Applicants responded to questions in a structured interview format. The top two scoring candidates were offered the positions and accepted.

4. Forty elementary teachers (20 at each site) were carefully selected from a pool of 97 applicants on the basis of geographic distribution, grade level taught, and their potential to become regional gifted and talented education leaders. Trained regional leaders presented workshops throughout the state to help local school districts.

EVALUATION DATA OF PARTICIPANT SELECTION INCLUDES:

- Summary of attributes of participants,
- Criteria for selection of participants,
- Application form used by interested persons,
- Participant application evaluation form used by selection committee, and a
- List of members of selection committee.

SEE OBJECTIVE #1 TAB FOR EVALUATION DATA ON PARTICIPANTS AND THEIR SELECTION

5. Curriculum was designed by the core group, consisting of the project director, two on-site coordinators and the four on-site instructors during curriculum development meetings.

6. Appropriate materials were selected by the core team.

7. National consultants were selected by the core team utilizing the following criteria:

   - Nationally recognized in the field of gifted education,
   - Personnel from validated National Diffusion Network programs,
   - Professional consultants in the field,
   - Professional process trainers and project evaluators, and
   - Gifted and Talented consultants from universities with established programs in this field.

1991 National Consultants:

Dr. Alane Starko	Eastern Michigan University Yipsilanti, MI
Dr. Linda Emerick	College of St Thomas St. Paul, MN
Dr. Karen Rogers	College of St Thomas St. Paul, MN
Dr. Felice Kaufman	Bethesda, MD

1992 National Consultants

Dr. Carolyn Callahan	University of Virginia Charlottesville, VA
Dr. James Webb	Wright State University Dayton, OH
Arlene DeVries	DesMoines Public Schools DesMoines, IA
Dr. Karen Rogers	College of St Thomas St. Paul, MN
Dr. Susan Baum	College of New Rochelle New Rochelle, NY
Dr. Barbara Kerr	Arizona State University Tempe, AZ

1991 & 1992 State Consultants

Dr. Hayden Hedrick
Linda Grinde
Fran Mc Dermott
Gayle Vidal
Karen Davidson
Margaret Manning
Bob Yaw
Bruce Schultz
Marion Evenson
Sharon Walker
Dr. Marlene LaCounte
Ron Conrad
Almeda Sun
Cheryl Malia-McCall
Stephanie Smith
Darlene Baugh
Dr. John Jurist
Dr. Maureen Neihart

8. Textbooks selected:

Adderholt-Elliot, M. Perfectionism: What's Bad About Being Too Good. Minneapolis: Free Spirit Press.

Colangelo,N.& Davis,G.A. (1991). Handbook of Gifted Education. Boston: Allyn and Bacon.

Davis,G.A.& Rimm,S.B. (1989). Education of the Gifted and Talented. Boston: Allyn and Bacon.

Davis, G.A. (1990). Creativity is Forever. (3rd Edition). Dubuque, IA: Kendall/Hunt Publishing Company.

Delisle, J.R. (1987). Gifted Kids Speak Out. Minneapolis, MN: Free Spirit Press.

Gallagher, J.J. (1985). Teaching the Gifted Child. Englewood Cliffs, NJ: Allyn and Bacon.

Parke, B.N. (1989). Gifted Students in Regular Classrooms. Englewood Cliffs, NJ: Allyn and Bacon.

Renzulli, J.S. (ed). (1986). Systems and Models for Developing Programs for the Gifted and Talented. Mansfield Center, CT: Creative Learning Press, Inc.

Renzulli, J.S. & Reis, S.M. (1985). Schoolwide Enrichment Model. Mansfield Center, CT: Creative Learning Press, Inc.

Rimm, S. (1990). How To Parent So Children Will Learn. Watertown, WI: Apple Publishing Co.

Schmitz, J.T.,& Galbraith, J. (1985). Managing the Social and Emotional Needs of the Gifted: A Teacher's Survival Guide. Minneapolis, MN: Free Spirit Press.

Shore, B.,Robinson, A., Cornell, G., & Ward, S. (1991). Recommended Practices in Gifted Education: A Critical Analysis. Teachers College Press, Columbia University.

Van Tassel-Baska, J.(1988) Comprehensive Curriculum for Gifted Learners. Allyn and Bacon Inc.

Van Tassel-Baska, J & Olszewski-Kubilius, P. (1985). Patterns of Influence on Gifted Learners. New York, NY: Teachers College Press.

Webb, J.T., Meckstroth, E.A., & Tolan, S.S. (1982). Guiding the Gifted Child: A Practical Source for Parents and Teachers. Columbus OH: Ohio Psychology Publishing Company.

9. Two summer leadership training institutes were then conducted at the two college sites, Carroll College in western Montana and Eastern Montana College in eastern Montana for the 40 participants. The institutes were organized and taught by the project staff with instruction from local, state and national consultants. The objectives for the 40 participants during these training sessions were to:

- Understand the educational and psychological needs and characteristics of the gifted and talented with specific attention to identification procedures for academic, creative, culturally disadvantaged, and the handicapped gifted,
- Understand the elements of curriculum design and instructional techniques, educational strategies and appropriate delivery systems for education of gifted and talented students, and
- Understand program designs and evaluation techniques.

10. Course Titles 1991-1992

EDUC 592 Characteristics and the Identification of the Gifted

EDUC 592 Systems and Models for Gifted Education

EDUC 592 Creativity for the Gifted Child

EDCI 592 Programming for Gifted Students

EDCI 592 Student Assessment in Gifted Education

11. Course Content

- Historical development of gifted education in the United States.
- Theoretical definition of the definition of gifted and talented.
- Understanding of a variety of theoretical and administrative models for the gifted and talented.
- Characteristics of the gifted and talented with specific attention to identification procedures.
- Knowledge of educational and psychological needs of the gifted.

Course Content (Continued)

- Theories of intelligence.
- Identification procedures and methods for selecting students (with special attention given to underserved populations, i.e., females, minorities and other special needs).
- Principles of curriculum differentiation for gifted and talented students.
- Workshop design and development.
- Knowledge of major definitions of creativity in use today.
- Appropriate tests and instruments for measuring creativity.
- Techniques for teaching creative thinking skills.
- Evaluation of commercial materials for creativity training.
- Program prototypes used to enhance the development of creativity.
- Implementing programs for the gifted and talented.
- Developed individual education programs for individual students (assessing individual student interests, assessing student strengths, compacting the regular curriculum, assessing student learning styles, and developing management plans for independent and small group study).
- Designing workshop modules for teacher inservice.
- Participants selected training modules to develop for presentations.
- Sample workshop presentations by participants followed by individual critique session and revision suggestions.
- Follow-up plan for second summer institute.
- Summer institute evaluation.
- Recommended practices in gifted education.
- Underachievement of gifted students.

Course Content (Continued)

- Research Process Skills.
- Research designs: historical, descriptive, correlational, experimental, action research/survey and observation.
- Distance learning models.
- Workshop revision and practice.
- Program marketing and administration.
- Social and emotional needs of gifted.
- Understanding program proposals.
- Management of independent studies.
- Curriculum modification for gifted learners.
- Evaluation of gifted programs.

EVALUATION DATA FOR THE SUMMER INSTITUTES INCLUDES:

- Summary of overall effectiveness as rated by participants,
- Evaluation of quest speakers/ consultants by participants,
- Evaluation of changes in participants' beliefs and understandings about gifted and strategies for teaching gifted students, and
- Evaluation of participants of university faculty for grading purposes.

SEE EXECUTIVE SUMMARY TAB FOR A SYNTHESIS OF RESULTS

SEE OBJECTIVE #2 TAB FOR EVALUATION DATA OF THE SUMMER INSTITUTES

12. Computer Network:

A statewide communication network was created among gifted education professionals and teachers in the field to overcome the great geographic limitations.

Teachers were provided with, and instructed in, the use of computer modems which helped participants establish a statewide network through the Office of Public Instruction electronic bulletin board (METNET) to:

- provide information about teacher training opportunities,
- provide information about specific needs,
- link professionals serving the needs of gifted students, and
- share resources.

SPECIFIC STRATEGIES

A. All participants and staff were provided with a modem to fit their own personal use computer.

B. Participants and staff were trained in modem use during year one training, at AGATE (Association of Gifted and Talented Education) conference, and at MEA (Montana Education Association) conference, as well as during the summer institutes.

C. Participants were registered as users on the Montana Educational Telecommunications Network (MetNet).

D. Participants were assigned "penpals" at the other EDGE site to encourage daily use and promote familiarity and comfort with the technology.

EVALUATION DATA FOR COMPUTER NETWORK

- All participants were registered as users on the network.
- Twenty-five of the 40 EDGE participants trained in the use of modem have actively continued their on-line networking. The total number of logons since being registered on-line is 1,240.

- Regular communications include sharing of technical knowledge and resources, provide ongoing support for individuals as they integrate the learning into practice and a sharing of advocacy information for improving service to students.

- Students of the EDGE participants are actively using the network to link their classrooms across the state and participate in learning activities.

- Teacher training opportunities are regularly listed on the bulletin board.

C. UNEXPECTED OUTCOMES

Four unexpected outcomes were identified during this project:

1. There was no loss in the number of participating teachers over the two year period. It was anticipated that natural attrition would reduce the number of participants at each site slightly. The retention of all participants was possibly due to the careful selection process and the individual commitment that was examined during the process, the overall quality of the experience and the sensitivity that the staff had toward individual needs.

2. During the second year, there was a noticeable shift from participants presenting workshops for schools to participants presenting workshops and consulting with school districts about their needs. (For example, one district consulted with an EDGE participant to develop a Needs Assessment for their district in order to plan appropriate program for gifted students rather than have formal inservice presentations.) The number of consultations reported for 1992 were 36.

   This shift is possibly due to the degree of comfort that the EDGE Scholars had with the materials and with their own abilities. Specific issues were addressed during the second summer institute related to the differences between providing workshops and consulting.

3. The evaluation data shows that fewer workshops were presented during the school year following the second summer institute. While there was no attrition as to the number of participants, it is possible that this drop represents a form of natural attrition. However, during the second year, participants were involved in consultations with districts that tend to be time consuming and ongoing and would have only been counted as one contact. It is also probable that participants were not as consistent with reporting their efforts and, thus, the numbers are skewed down from the actual number of workshops and consultations that took place. (Several workshops and consultations have been documented since the final statistical portions were completed.) Also, the first summer institute was followed by a complete school year for record keeping. Since the grant expired in December following the second summer training, only three months of the school year is reflected in the statistical portion of the evaluation. Many presentations are still being made and the state conference will be held in April where many more will be done.

4. Improvements in the quality of life for all EDGE participants and instructors were determined through a follow-up survey. Thirty two EDGE participants out of 40 responded to the survey (80% return rate) answering questions regarding the significance that EDGE had on their life in the following areas:

    52% started masters program
    10% finished masters program
    32% considered enrolling in doctoral program
    34% changed jobs to one that directly involved gifted education

EDGE Scholars were asked to rate two questions as to the degree of influence the project had on their lives. The rating used a 1 to 10 likert scale with a 1 meaning not at all and a score of 10 meaning to a great extent.

When asked to rate the degree to which participation in the project had affected their teaching, the mean score was 8.7.

When asked to rate the degree to which the project had affected their life in general, the mean score was 8.7.

Five members of the project staff held masters degrees and two held doctorates. Two of the on-site instructors are currently enrolled in a doctoral program and two other staff members are exploring the options for doctorate degree programs.

D. INSTITUTIONALIZATION OF EFFORTS

Five measures have been taken to ensure that parents, students, teachers, school districts and participants would have access to additional resources to help institutionalize this project.

- Submission of new Javits grant applications.
- Follow-up meetings at the state conference.
- Meetings at Carroll College during MEA conference for participants to meet and discuss plans for upcoming presentations.
- Five booklets on gifted students and gifted education were distributed to participants and to all requesting districts in the state.
- A state-level resource manual for gifted education is being drafted and will be distributed to all school districts.

E. COORDINATION OF ACTIVITIES

Project EDGE was a coordinated effort from its inception. Montana Association of Gifted and Talented Education worked in conjunction with the Montana Office of Public Instruction and colleges in the state to conceive, develop, write, and implement the grant activities.

The success of this coordination was based upon the commitment and energies of those involved. The on-site coordinators and on-site instructors at the two colleges worked effectively together and with the project director housed at the state department of education.

F. DISSEMINATION OF RESULTS

Steps taken to disseminate the results of the project:

- Two mailings to all school district superintendents informed schools that EDGE participants were anxious and available to present or train personnel on the needs and programming of gifted children.

- Articles about Project EDGE were written for publication in Office of Public Instruction newspaper and the Montana AGATE newsletter.

- Video tapes of all Project EDGE sessions and of class consultants have been made available to educators for use in training their own staff throughout the state.

- Modem information exists in an EDGE file for any interested MetNet user.

- A Project EDGE scrapbook was collated to be shared on loan to participants or any interested parties.

- The project is listed in:
  Wicker, Gerald L. (1991). Gifted and Talented Information Resources: A Comprehensive Guide for Parents and Educators of Gifted and Talented Children. Snellville, Georgia: Cardinal Publishing 1991.

- The project is listed in:
  Berger, Sandra L., Editor. (1992) Programs and Practices in Gifted Education: Projects Funded by The Jacob K. Javits Gifted and Talented Students Education Act of 1988. Reston, Virginia: The Council for Exceptional Children.

G. QUANTITATIVE DATA

SEE TABS 1-4 FOR EVALUATION DATA

V. LESSONS LEARNED

A. What about the project are you most proud of and why?

•<u>High Quality of the Collaborative Effort</u>

The collaboration between the two colleges, state office of education and state association of gifted education was outstanding. The entities were able to work together for the collective good of the state through the grant activities.

•<u>High Quality of Project Staff</u>

The individual strengths and personal qualities of members of the project staff blended to create a unified force for the full achievement of the project goals. The diversity of talents, styles and interests formed a mesh that allowed the staff to respond effectively to the changing needs of the individuals and daily operation of the grant activities.

•<u>High Quality and Commitment of Participants</u>

The selection process was very rigorous and designed to select high quality individuals whose commitment to the education of gifted students was already strong. The project was strengthened as that commitment transferred to the project and its goals.

•<u>High Quality of Project Goal Attainment</u>

Through the collaboration and efforts of the project staff, the final outcomes exceeded the original expectations. The project continues to have an ever-increasing affect even after its completion.

B. Describe the problems encountered during the grant period, the remedies tried, and the results attained.

•The awarding date of the grant made it very difficult to develop the project initially. Project EDGE required a full school year (fall to spring) for its planning and selection processes prior to implementation of the training institutes. The project start was delayed which aligned the activities with the timeline.

•Another area of concern was that portions of the budget were micro managed at each of the two colleges. The problem was not based upon difficulties between individuals or agencies, but was based upon the differing budgeting systems employed at the sites. While not insurmountable, it would have been better to manage the whole budget at one site and pay bills based upon requests for reimbursement.

C. What changes or improvements would you make in the original design and theory of your project if you could do it over?

•<u>Extend the Grant Training Opportunities</u>

Build upon the core of the 40 trained teachers by:

•providing districts more inservice training,

•selecting and training additional teachers, and

•providing college-level classes statewide.

Build upon the statewide college and university knowledge base by providing opportunities for individuals to complete advanced degrees in gifted education to work with preservice and in service teachers.

Translate the theory and knowledge base into action by providing opportunities for trained individuals to interact with gifted students.

D. What advice would you give to an applicant for a new Javits Grant?

Develop a strong working relationship with the grants officer assigned to the project. Their knowledge of the system, regulations, and possibilities will be indispensable when dealing with future details.

FINANCIAL STATUS REPORT

(Short Form)

(Follow instructions on the back)

1. Federal Agency and Organizational Element to Which Report is Submitted	2. Federal Grant or Other Identifying Number Assigned By Federal Agency	OMB Approval No.	Page	of
U.S. Department of Education	R206A00208-90	0348-0039		pages

3. Recipient Organization (Name and complete address, including ZIP code)

Montana Association of Gifted and Talented Education (Montana AGATE)

4. Employer Identification Number	5. Recipient Account Number or Identifying Number	6. Final Report	7. Basis
1-810393094-A1		☒ Yes ☐ No	☐ Cash ☐ Accrual

8. Funding/Grant Period (See instructions) From: (Month, Day, Year)	To: (Month, Day, Year)	9. Period Covered by this Report From: (Month, Day, Year)	To: (Month, Day, Year)
1/01/90	12/31/92	01/01/90	3/30/93

10. Transactions:	I Previously Reported	II This Period	III Cumulative
a. Total outlays	-0-		$373,482
b. Recipient share of outlays			
c. Federal share of outlays	-0-		$373,482
d. Total unliquidated obligations			
e. Recipient share of unliquidated obligations			
f. Federal share of unliquidated obligations			
g. Total Federal share (*Sum of lines c and f*)			$373,482
h. Total Federal funds authorized for this funding period			$446,374
i. Unobligated balance of Federal funds (*Line h minus line g*)			$72,892

11. Indirect Expense	a. Type of Rate (*Place "X" in appropriate box*) ☐ Provisional ☐ Predetermined ☐ Final ☐ Fixed			
	b. Rate	c. Base	d. Total Amount	e. Federal Share

12. *Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.*

13. Certification: **I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.**

Typed or Printed Name and Title	Telephone (Area code, number and extension)
Michael Hall, Gifted Education Specialist - Project Director	406-444-4422
Signature of Authorized Certifying Official	**Date Report Submitted**
Michael Hall	3-30-93

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Standard Form 269A (REV 4-88)
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OFFICE OF PUBLIC INSTRUCTION

Nancy Keenan
Superintendent

STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

March 21, 1991

APPROVED - NO ADDITIONAL FUNDS AUTHORIZED

Grants Officer _____ Date

Marian Steward
U. S. Department of Education
Grants and Contracted Services
Rob #3 -Room 3653
7th and D Street S.W.
Washington, D.C. 20202-4729

Dear Ms Steward:

This letter is to formally request the carry over of funds from the first year budget for the Jacob K. Javits grant program grant #R206A00208.

The carryover of $219,933.97 is requested to complete the previously approved activities. The attached budget details how funds have been spent to date with notes of explanation at the bottom of page four.

If any further detail is needed regarding the funding carrying over into the 1991 year, please contact me at (406) 444-4422.

Sincerely,

Michael Hall

Michael Hall, Specialist
Gifted and Talented Education

Enc

Michael Hall
Jann Leppien
cff- 1707.1

Affirmative Action—EEO Employer

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

RECEIVED
GRANTS AND CONTRACTS SERVICE
MAY 10 1991

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME

MT ASSN OF GIFTED & TALENTED EDUC

OPI STATE CAPITOL
HELENA, MT 59620

2 PROJECT TITLE

Project Edge -- Excellence in the Dissemination of Gifted Education -- A Teacher Training Project

3 PROJECT STAFF

RECIPIENT PROJECT DIRECTOR

Michael Hall 406-444-4422

EDUCATION PROGRAM STAFF

Margaret Chavez 202-357-6235

EDUCATION GRANTS STAFF

MARION STEWARD 202-708-8628

4 AWARD INFORMATION

PR/AWARD NUMBER	R206A00208-90A
ACTION NUMBER	04
ACTION TYPE	ADMINISTRATIVE
AWARD TYPE	DISCRETIONARY

5 AWARD PERIODS

BUDGET PERIOD	01/01/91 - 12/31/91
PROJECT PERIOD	01/01/90 - 05/30/92

6 AUTHORIZED FUNDING

CARRY OVER	219,934
BUDGET PERIOD	666,308
PROJECT PERIOD	446,374
RECIPIENT COST SHARE	0%

7 ADMINISTRATIVE INFORMATION

PAYMENT METHOD	ED PMS
ENTITY NUMBER	1-810393094-A1
REGULATIONS	EDGAR, AS APPLICABLE 34 CFR X
ATTACHMENTS	

8 LEGISLATIVE & FISCAL DATA

AUTHORITY: Hawkins-Stafford El.&Sec. School Improvement Amendments
PROGRAM TITLE: Javits Gifted & Talented Discretionary Grants CFDA 84.206A

9 TERMS AND CONDITIONS OF AWARD

THE AMOUNT OF UNOBLIGATED FUNDS FROM THE PREVIOUS BUDGET PERIOD AUTHORIZED FOR USE IN THIS BUDGET PERIOD IS SHOWN AS AUTHORIZED CARRY-OVER IN BLOCK 6. CARRY OVER FUNDS MUST BE USED BEFORE THE FUNDS AUTHORIZED FOR THE CURRENT BUDGET PERIOD. GRANTS OFFICER APPROVAL IS REQUIRED FOR USING ANY AMOUNT WHICH EXCEEDS THE AUTHORIZED CARRY-OVER.

Michael Hall
Jean Leppien
CRL-1707.1

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(Signed) Shirley A. Bryant
SHIRLEY BRYANT
GRANTS OFFICER

MAY 25 1991
DATE

Ver. 3

ED - GCS 007 (11/88)

PLEASE SEE OTHER SIDE FOR MORE INFORMATION

PROJECT EDGE

Final
Evaluation Report

Prepared by: Dr. Gail Hanninen
January, 1993

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PROJECT EDGE EVALUATION

EXECUTIVE SUMMARY

Through the cooperative efforts of the Montana Association of Gifted and Talented Education, Inc. (Montana AGATE), the Montana university system and the State of Montana Office of Public Instruction (OPI), Project EDGE provided in-service training for teachers, administrators and interested persons. As a result, the project was to provide leadership and assistance to school districts in the planning, operation and improvement of programs for the identification and education of gifted and talented students.

There are four areas of foci for evaluation activities and they include:

1. The evaluation/selection of participants;
2. The evaluation of the summer institutes;
3. The evaluation of the local in-service workshops; and
4. The follow-up evaluation.

OBJECTIVE 1: THE EVALUATION/SELECTION OF PARTICIPANTS

Forty participants were selected from a pool of ninety-seven (97) applicants to become trainers. The educational level of the participants ranged from 29 B.A./B.S. degrees, 2 with 5th year degrees, and 9 M.S./M.Ed./ M.A. degrees. The participants had an average of 3.4 years of training beyond their bachelor degree level of work and an average of 13.08 years of teaching experience.

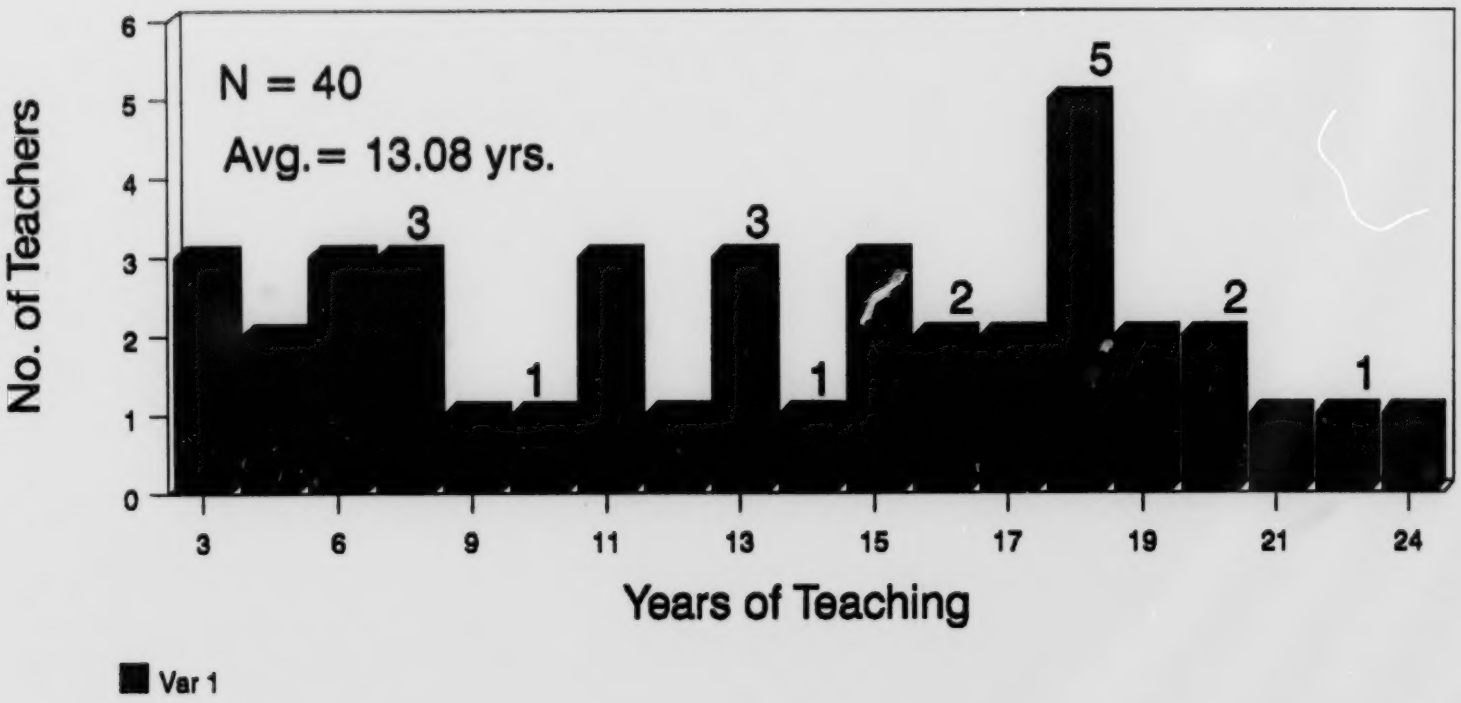
Specialized training in areas relating to gifted/talented education was assessed by counting the number of experiences occurring for each participant in the form of course work and/or workshops. The average number of course credits and the average number of workshop sessions in the respective areas are outlined in Table I and the accompanying graph.

Table I. *SPECIALIZED TRAINING OF PARTICIPANT*

TOPIC OF TRAINING	Ave. # of Course Credits	Ave. # of Workshop Session
Gifted/Talented	5.63	6.03
Problem Solving	0.78	2.43
Critical Thinking Skills	1.08	2.83
Creativity	1.18	3.05
Questioning Techniques	.88	1.93

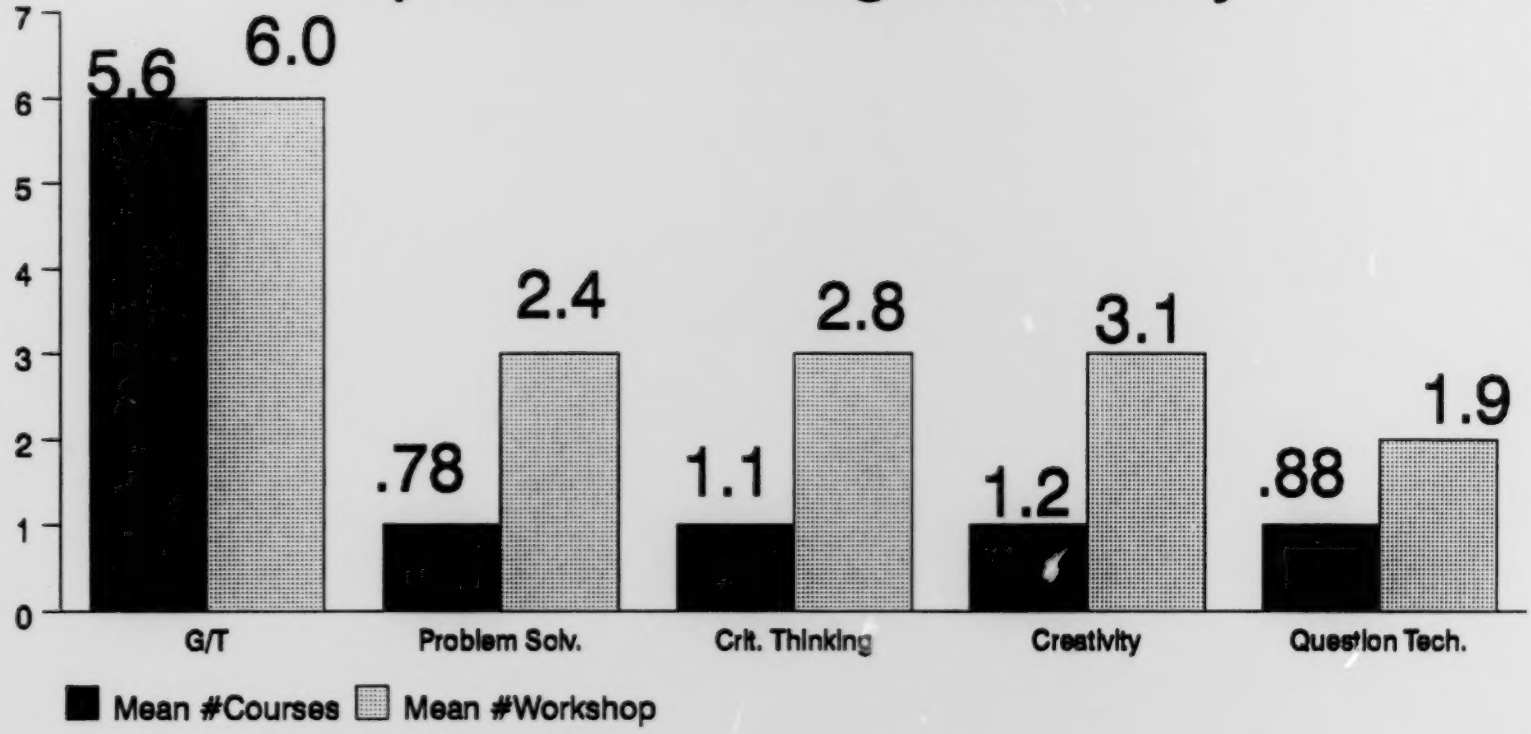
PRJOECT EDGE

Years of Teaching



PROJECT EDGE

Special Training Summary



The selection of applicants to participate in Project EDGE was made using the following criteria:

1. Minimum of three years' teaching experience;
2. Presently teaching and will be teaching next year;
3. Willingness to participate in the project and to present regional workshops;
4. Ability to interact with fellow teachers; and
5. Leadership in workshop presentations or similar presentations.

Final participant selection was determined based upon grade levels and geographic distribution to ensure that regional leaders were available throughout the state.

OBJECTIVE #2: Evaluation of Summer Institutes

Evaluation of the summer institutes held at Carroll College in Helena and Eastern Montana College (EMC) in Billings was conducted using three different strategies: (1) Pre/post assessment of participants using two instruments including beliefs and understanding of gifted and talented students and level of functioning as an expert teacher by using key teaching elements for challenging such students; (2) Workshop evaluations of individual guest speakers; and (3) Overall Institute Evaluation.

The pre/post assessment instruments were administered at the beginning of the 1991 Summer Institute and at the end of the 1992 Summer Institute. A t-test analysis of differences was used to determine significance. Using "pairwise comparisons," a significance ($p<.01$) was found in the changes in assessment scores for beliefs and understandings of gifted students ($r = 3.4664$) and in changes in scores on key elements of teaching gifted students ($r = -4.4487$). An analysis of relationships between college degree, years of training beyond degree, years of teaching experience, special training in gifted and talented, pre/post assessment scores found correlations to be significant ($p<.01$) between the following:

1. Years of training beyond bachelor's degree and special training in gifted and talented course work ($r = .5543$);
2. Belief and understandings of gifted students post-assessment scores and key elements of teaching gifted students post-assessment scores ($r = -.4815$).

For the evaluation results of the guest speakers (Table II and Table III) show the mean scores for specific items found on the "Workshop Evaluation" form. In 1991, the participants rated A. Starko the highest on the evaluation form used for guest speakers. L. Emerick and Evanson/Walker were ranked second. A strong request for more training from those respective presenters was made. Manning, Kerr and Hedrick also received a high percentage of requests for more training in their respective areas of expertise. In 1992, participants rated M. Hall, Devries, Siegle and K. Rogers the highest. It is interesting to note that during the 1991 Summer Institute, K. Rogers received one of the lower ratings in all areas. Discussions with the Project Director and site facilitators indicated that the participants were more ready to learn from what Dr. Rogers had to present during the 1992 Institute and that the timing of her presentation was much better. It seems that her content intensive session for the 1991 Institute was scheduled at the very end of the training series when individuals were anxious to return to their homes for a shortened summer vacation.

Table II. *1991 SUMMER INSTITUTE GUEST SPEAKER EVALUATION RESULTS*

*Mean performance on selected items (1=low; 5=high)

NAME OF GUEST SPEAKER	*QUALITY-CLEARLY PRESENTED	*DISCUSSION WAS INFORM-ATIVE	*OVERALL USEFULNESS TO ME	WANT MORE TRAINING YES	NO
Bob & Bonnie	4.7	4.6	4.8	10	4
Davidson	3.7	3.5	3.5	8	6
Emerick	4.8	4.8	4.7	14	1
Evanson/ Walker	4.8	4.8	4.6	13	1
Grinde	4.3	4.3	3.7	9	5
Kerr	4.6	4.5	4.4	17	
Hedrick	4.5	4.6	4.6	12	2
Manning	4.6	4.6	4.7	18	1
K. Rogers	4.6	4.3	4.2	8	5
Schultz	4.7	4.7	4.5	9	7
Starko	4.9	4.9	4.9	12	2
Vidal	4.4	4.6	4.4	8	5

Table III. *1992 SUMMER INSTITUTE GUEST SPEAKER EVALUATION RESULTS*

*Mean performance on selected items (1=low; 5=high)

NAME OF GUEST SPEAKER	*QUALITY-CLEARLY PRESENTED	*DISCUSSION WAS INFORM-ATIVE	*OVERALL USEFULNESS TO ME	WANT MORE TRAINING YES	NO
Callahan	4.2	3.6	3.3	12	12
Devries	4.9	4.9	4.8	15	
M. Hall	5.0	5.0	5.0	2	
Neihart	4.4	4.6	4.7	16	
K. Rogers	4.8	4.9	4.9	26	1
Siegle	5.0	4.8	4.6	9	2

For the overall evaluation of the Summer Institute Training (SIT) a form considering the following questions was used:

1. "How would you rate the quality of the following items as each relates to your experience during the summer Institute Training sessions?" (Table IV)
2. "To what degree do you think you will use each of the following approaches during Regional/Local District training sessions?" (Table V)
3. "How will the following factors define your success as an effective trainer?" (Table VI)

These three questions required the participants to not only evaluate the quality of their experiences, but also make predictions about how they would use the approaches presented and what would determine their success. As Table IV displays, the ratings were comparable between the two sites for items 1, 2, 4, 5 and 7. Significant differences occur between items 3, 6 and 8. As the arrows indicate, items 1, 4, 5, 6 and 8 showed gains between 1991 and 1992 participant responses.

Table IV. *1992 SUMMER INSTITUTE EVALUATION RESULTS MEAN OF RESPONSES TO ITEMS IN SECTION I.*

How would you rate the quality of the following items as each relates to your experience during SIT sessions: (1=low; 5=high)

	ITEM	TOTAL MEAN	EAST MEAN	WEST MEAN
1.	Instructors' presentation of information	4.85Å	4.85Å	4.85Ÿ
2.	Quality of resource materials used	4.9	4.85Ÿ	4.95Å
3.	Quality of outside resource experts	4.68Ÿ	4.8Ÿ	4.55Ÿ
4.	Effective use of small group discussions	4.85Å	4.8 Ÿ	4.9 Å
5.	Effective use of cooperative learning	4.8 Å	4.8 Ÿ	4.8 Å
6.	Effective use of large group discussions	4.85Å	4.93Å	4.75Å
7.	Effective use of instructional technology, e.g. overhead projector, computer technology and programs, VCR, etc.	4.65Ÿ	4.65Ÿ	4.65Ÿ
8.	Effective presentation and modeling on how to work with adult learners	4.75Å	4.45Ÿ	4.75Å

In summary, the West site (Carroll College) showed gains (arrows pointing upward) between 1991 and 1992 in five of the eight items; while the East site (Eastern Montana College) showed a decrease (arrows pointing downward) between 1991 and 1992 in five of the eight items. However, for the "total" average, five items had gains, two decreased and one stayed the same. Interestingly enough, those items showing gains focused on the use of discussion, cooperative activities and presentation effectiveness provided by the presenters during the institute.

In section II of the evaluation form, the items receiving the highest rating indicating that they were the approaches most likely to be used during the regional and local school district trainings included: #10. Use of resource materials provided during the institute, #16. Small group discussions, and #19. Use of "Hands-on" activities. The next highest rated items included: #9. Instructional technology, #11. Resource materials you all ready have, #17. Cooperative Learning and #20. Development of products for immediate use in the instructional setting. Table V, p. 7 shows that seven of the twelve items making gains between the 1991 and 1992 SITs. Only four items showed a decrease indicating that in comparison to the other items those would be less likely to be used in the regional and local workshops.

Table V. *1992 SUMMER INSTITUTE EVALUATION RESULTS--MEAN OF RESPONSES TO ITEMS IN SECTION II.*

To what degree do you think you will use each of the following approaches during REGIONAL/LOCAL DISTRICT training sessions: (1=never; 2=seldom; 4=often; 5=very often)

	ITEM	TOTAL MEAN	EAST MEAN	WEST MEAN
9.	Instructional technology	4.58Å	4.45∀	4.7 Å
10.	Resource materials provided during the institute	4.88Å	4.85Å	4.9 ∀
11.	Resource materials you all ready have	4.6 Å	4.5 Å	4.7 Å
12.	Outside resource experts	4.05Å	4.05Å	4.05Å
13.	Gifted students	3.85∀	3.85∀	3.85Å
14.	Parents of gifted students	3.6 ∀	3.55∀	3.65∀
15.	Role playing	3.5 ∀	3.65∀	3.35∀
16.	Small group discussions	4.73Å	4.6	4.85Å
17.	Cooperative learning	4.58Å	4.65Å	4.5 Å
18.	Grouping by grade level, content areas, years of experience, and/or personal interests	4.28Å	4.25Å	4.3 Å
19.	"Hands-on" activities	4.7	4.65∀	4.75Å
20.	Development of products for immediate use in the instructional setting	4.38∀	4.35Å	4.4 ∀

As displayed in Table VI, p. 8, the definition of success as an effective trainer was consistent between the two sites with the highest rating being given to item #25. "At a later date, a participant tells how an idea presented did work in his/her classroom/ school." For 1991, the same item was given the highest rating by both sites. The "TOTAL MEAN" showed gains in four of the five items with one item (#21. All workshop participants give you high ratings.) remaining the same for 1991 and 1992.

Table VI. *1992 SUMMER INSTITUTE EVALUATION RESULTS–MEAN OF RESPONSES TO ITEMS IN SECTION III.*

How will the following factors define your success as an effective trainer? (1=not at all; 2=to some degree; 3=definitely; 4=very much; 5=high degree)

	ITEM	TOTAL MEAN	EAST MEAN	WEST MEAN
21.	All workshop participants give you high ratings.	3.4	3.3 ∀	3.6 Å
22.	There were very intense discussions.	4.28Å	3.95∀	4.6 Å
23.	Several participants said they liked what I presented.	3.98Å	3.75Å	4.2 Å
24.	At a later date, a participant tells how an idea presented did not work in his/her classroom/school.	3.98Å	3.6 Å	4.35Å
25.	At a later date, a participant tells how an idea presented did work in his/her classroom/school.	4.75Å	4.75Å	4.75Å

A further analysis of all items was conducted using a correlation of items between sections.The first analysis conducted using correlation considered items in Section I (How would you rate the quality of the following items as each relates to your experience...? Items #1 - #8) to items in Section II (To what degree do you think you will use each of the following approaches...? Items #9 - #20). Between those two sections, the following correlations of $p<.01$ significance occurred:

1. Item #1. Instructors' presentation of information with Item #16. Small group discussions (r=.4697), Item #19. "Hands-on" activities (r=.5767), Item #20. Development of products for immediate use in the instructional setting (r=.4276).

2. Item #3. Quality of outside resource experts with Item #19. "Hands-on" activities (r=.4292), Item #20. Development of products for immediate use in the instructional setting (r=.4506).

3. Item #4. Effective use of small group discussions with Item #17. Cooperative learning (r=.4116).

4. Item #7. Effective use of instructional technology, e.g. overhead projector, computer technology and programs, VCR, etc. with Item #12. Outside resource experts (r=-.4305)

A reflection on the participants evaluation responses reminds us that the quality of "Instructors' presentation of information" increased between Year 1 and Year 2 of the project. Also evaluation responses to items involving participants in discussion showed an increase. Thus, a significant correlation between "instructors' presentation of information" and "small group discussions" is not surprising. Reassurance is also presented in finding a significant correlation between "effective use of small group discussions" and cooperative learning" since both approaches involve participants in discussion and are small group in nature. In summary, the power of what a participant sees done during training influences what he/she may select to do during his/her workshops.

The second analysis using correlation considered the relationship between items in Section I (How would you rate the quality of the following items as each relates to your experience...? (Items #1 - #8) and Section III (How will the following factors define your success as an effective trainer...?) (Items #21 - #25). Between those two sections, the following correlations of $p<.01$ significance occurred:

1. Item #2. Quality of resource materials used. with Item #5. At a later date, a participant tells how an idea presented did work in his/her classroom/school. ($r=.5130$)

2. Item #4. Effective use of small group discussions with Item #22. There were very intense discussions. ($r=.5208$) and Item #25. At a later date, a participant tells how an idea presented did work in his/her classroom/school. ($r=.4146$)

The third analysis using correlation considered the relationship between items in Section II (To what degree do you think you will use each of the following approaches...? (Items #9 - #20 and Section III (How will the following factors define your success as an effective trainer...?) (Items #21 - #25). Between those two sections, the following correlations of $p<.01$ significance occurred:

1. Item #24. At a later date, a participant tells how an idea presented did not work in his/her classroom/school. with Item #11.Resource materials you all ready have. ($r=.4127$) and Item #18. Grouping by grade level, content areas, years of experience, and/or personal interests.

The next series of correlations analyzed the relationship of items within each of the sections. The first analysis considered items in Section I (How would you rate the quality of the following items as each relates to your experience...? (Items #1 - #8) Within that section, the following correlations of $p<.01$ significance occurred:

1. Item # 1. Instructors' presentation of information. and Item #2. Quality of resource materials used. ($r=.5601$)

2. Item #4. Effective use of small group discussions. and Item #5. Effective use of cooperative learning. (r=..4901)

3. Item #8. Effective presentation and modeling on how to work with adult learners. with Item #2. Quality of resource materials used. (r=.5774) and Item #7. Effective use of instructional technology, e.g. overhead projector, computer technology and programs, VCR, etc. (r=.4932)

A review of the "Guest Speaker Evaluations" indicates that there is consistency in how the Institute participants responded on two different evaluation forms. The "Guest Speaker Evaluations" was completed by each participant following the presentation made by the guest speaker and a "Summer Institute Evaluation" was completed at the end of each Summer Institute. On the five items of the "Guest Speaker Evaluations" which match Items 1, 2, 4, 5, 7 and 8 on the "Summer Institute Evaluation," the six highest rated guest speakers received average ratings ranging from 4.2 to 5. Of the possible 30 ratings, 50% were rated at 4.9 with 5 being the highest possible rating. In summary, the highest rated guest speakers has significant influence on the perceptions of the participants.

The second analysis considered items in Section II (To what degree do you think you will use each of the following approaches...? (Items #9 - #20). Within that section, the following correlations of $p<.01$ significance occurred:

1. Item #12. Outside resource experts and Item #14. Parents of gifted students (r=.4687)

2. Item #13. Gifted students with Item #14. Parents of gifted students (r=.6434) ; Item #15. Role playing (r=.5573).Item #17. Cooperative learning (r=.4180).

3. Item #14. Parents of gifted students with Item #15. Role playing (r=.5697).

4. Item #15. Role playing with Item #17. Cooperative learning (r=.4365); Item #18. Grouping by grade level, content area, years of experience, and/or personal interests (r=.4976).

5. Item #16. Small group discussions with Item #19. "Hands-on" activities (r=.6578); Item #20. Development of products for immediate use in the instructional setting (r=.6564).

6. Item #17. Cooperative learning with Item #19. "Hands-on" activities (r=.4094).

4. Item #19. "Hands-on" activities with Item #20. Development of products for immediate use in the instructional setting.(r=.5988)

The third analysis considered items in Section III (How will the following factors define your success as an effective trainer...?) (Items #21 - #25) Within that section, the following correlations of $p<.01$ significance occurred:

1. Item #21. All workshop participants give you high ratings. with Item #23. Several participants said they liked what I presented. ($r=.3940$)

OBJECTIVE #3: Evaluation of local in-service workshops

The evaluation of the training conducted by the participants/trainers is presented through a discussion of four areas:

1. Summary of training provided by each trainer according to number of presentations and number of grade level teachers participating;

2. Summary of training offered to school district personnel in each county;

3. Summary of overall effectiveness of workshops presented by each trainer; and

4. Correlation of workshop evaluation items.

The overall goal of this evaluation component was to determine the level of effectiveness achieved by the training conducted and to determine if certain factors can help predict success in the use of a "trainer of trainers" model.

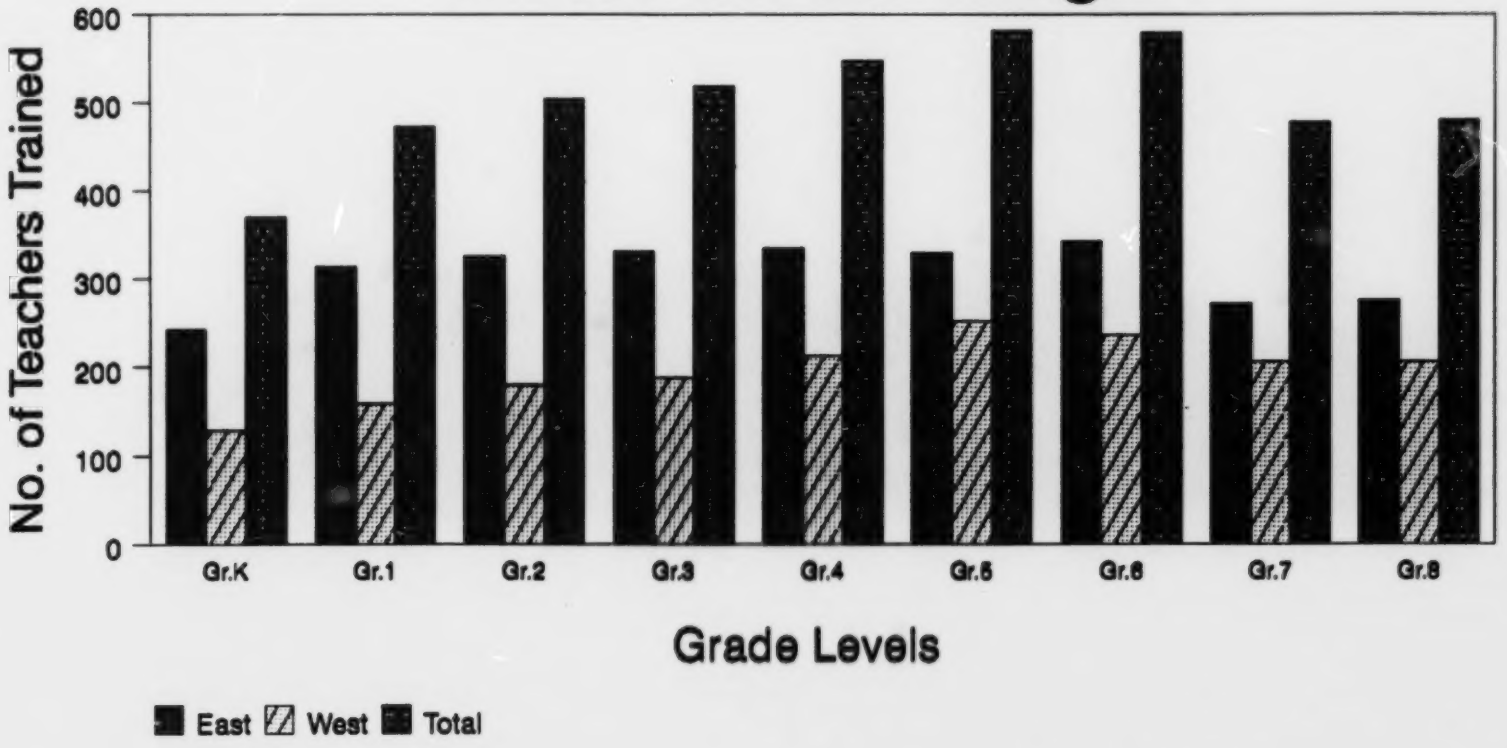
The forty trainers provided 172 training (96 by East trainers; 76 by West trainers). The number of training conducted by each trainer range from 0 to 10 with the average number being 4.3 training per trainer.

Three thousand twenty-one (3,021) individuals participated in those training, including 1,267 or 21.9% of the elementary and middle school level teachers in the state. Of the teachers trained, one-third of them taught students in more than one grade level. This fact reflects not only music, physical education and remedial education teachers, but also those teachers in rural schools with two or more grade levels in one classroom. The predominance of the teachers trained work in grades 4-6. The range of numbers of teachers trained was kindergarten with 373 teachers and grade 5 with 581 teachers (refer to attached chart). These numbers do represent a duplicate count because of the number of teachers teaching multiple grades. Other persons participating in training sessions included high school teachers, administrators, school board members and parents.

An assessment of the number of students impacted can be measured two ways. One method counts the number of possible student contacts made by the teachers participating in each training, thus allowing for a duplicate count because one student may be taught by 6 different teachers. This method results in the number of student contacts being at 90,124 students (50,859 students for East trainers; 39,265 students for West trainers). A second method calculates the percentage of teachers trained in each school district and then computes the percentage of students. Using this method, 21,019 students have been directly impacted (refer to attached chart).

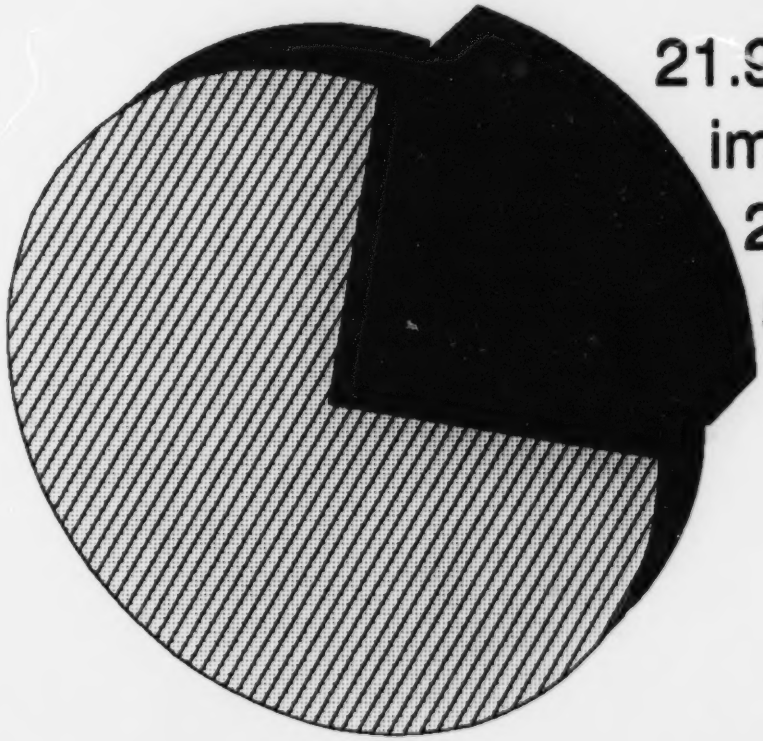
PROJECT EDGE - Years 1 & 2

Grade Levels Taught



PROJECT EDGE

Students Impacted By Training



21.9% of students impacted = 21,019 students

A total of 168 elementary school districts had teachers participate in Project EDGE trainings. One hundred twenty-eight (128) of those districts had teachers participate the first year of the Project. Of the 375 elementary school districts in the State of Montana, Project EDGE has involved teachers from 45% of those districts. As displayed in Table VII, of the 56 counties in the state, 52 or 93% are

Table VII: NUMBER OF TEACHERS FROM EACH COUNTY PARTICIPATING IN TRAININGS

COUNTY NAME	# OF TEACHERS	COUNTY NAME	# OF TEACHERS
Beaverhead	13	Mcone	9
Big Horn	9	Meagher	7
Blaine	1	Mineral	1
Broadwater	4	Missoula	118
Carbon	5	Musselshell	1
Carter	3	Park	39
Cascade	62	Phillips	44
Chouteau	9	Pondera	30
Custer	12	Powder River	6
Daniels	28	Powell	8
Dawson	32	Prairie	20
Fallon	11	Ravalli	46
Fergus	70	Richland	54
Flathead	44	Roosevelt	79
Gallatin	74	Rosebud	65
Garfield	3	Sanders	19
Glacier	19	Sheridan	16
Granite	11	Silver Bow	18
Hill	10	Stillwater	11
Jefferson	6	Sweet Grass	6
Judith Basin	3	Toole	2
Lake	11	Treasure	1
Lewis & Clark	33	Valley	46
Liberty	19	Wheatland	8
Lincoln	4	Wibaux	7
Madison	2	Yellowstone	108
		TOTAL	1,267

represented by those districts with trained teachers. Counties not represented include: Deer Lodge, Golden Valley, Petroleum and Teton.

Each trainer reported the names, grade level(s), address, and number of students taught by the participants of each workshop. In addition, participants were asked to complete a Project EDGE Workshop Evaluation form. For those session not

providing this data, such information is not reflected in this report. The workshop evaluation form required the respondent to answer three questions:

1. In general, how would you rate the quality of this workshop?

2. For you, how meaningful was this training?

3. Are you interested in receiving more training in areas discussed during this workshop?

The intent of the questions was to provide feedback to the trainer on the quality of session presented; to gain insight on the usefulness of the information presented; and to provide the Project administration with an idea on the areas of interest and need for future training.

A review of the descriptive statistics for each trainer resulted in the following items on the evaluation form receiving a rating below 4.5 (5=high) 50% of the time or more (Table VIII). A total of 1,771 participants completed evaluation forms. This represents workshops conducted by 39 trainers. One trainer did not present any workshops during the duration of the project; twenty-one (21) trainers presented workshop sessions both years of the project. In addition, thirteen (13) trainers returned no completed "Workshop Evaluation" forms for work done the second year of the project.

Table VIII. WORKSHOP EVALUATION RESULTS SUMMARY

	EVALUATION ITEM	% OF TRAINERS RATED BELOW 4.5 (1 = LOW; 5 = HIGH) Year 1	Year 2
I.	In general, how would you rate the quality of this workshop?		
1.	Objective (s) was (were) clearly stated	31%	21%
2.	Information was clearly presented	24%	38%
3.	Discussion was informative	31%	46%
4.	Technology used enhanced the presentation of ideas	76%	46%
5.	Ideas presented related to the needs of our project	35%	46%
II.	For you, how meaningful was this training?		
1.	Overall	62%	67%
2.	Usefulness of ideas presented	66%	67%
3.	Usefulness of materials shared	72%	58%
4.	Usefulness of the strategies modeled by presenter	66%	58%
5.	Usefulness of discussions	72%	67%
6.	Influenced your thoughts on the needs of G/T students	66%	67%
7.	Influenced ways you meet the needs of G/T students in your classroom	69%	75%

Specific recommendations regarding areas of concern based upon workshop participant evaluation responses were made by the Project EDGE evaluator. Using the criterion of a rating of 4.5 on each evaluation item was based upon the notion that a presenter would receive either a 4 or 5 rating on each respective item if he/she were being perceived as an effective trainer by the audience. In Section I of the evaluation form, particular attention was paid to the use of technology during workshops. The decrease in the percentage of trainers receiving ratings below 4 indicates that the corrective strategies employed during the Summer Institute had an impact. To determine if the change was significant, a T-test (Individual groups, Pooled Variances) was used to compare the differences between Year 1 and Year 2 responses and significance in differences were found for the following items:

ITEM	F-Ratio T-Value	2-Tailed Probability
#1.1. Objective(s) was (were) clearly stated	F = 1.447 T = -3.579	p<.0002 p<.0004
#1.4. Technology used enhanced the presentation of ideas. (Overhead projector, VCR, Computer as appropriate)	F = 1.299 T = -4.217	p<.0061 p<.0001

A further review of the descriptive data resulted in the identification of seven trainers who received ratings below 4.5 on 50% of the evaluation form items or fewer (Table IX, p. 18). The rationale for this criteria is that there are a total of twelve items on the instrument and a trainer should be able to receive the majority of ratings either at 4 or 5 on a five point scale. Certainly a factor is the total number of teachers trained by the trainer during both years of Project EDGE. If a trainer has only presented to one small group, less than 20 participants, and received low ratings from 11 of the individuals, obviously, that will reflect in the descriptive analysis.

The seven trainers identified as "Effective Trainers" had varying experiences. Five had bachelor degrees, 2 had master degrees; six had workshops and course-work in gifted education; and years of training beyond a B.A. level ranged from 0 to 10 years. Years of teaching experience ranged from 8 to 22 years.

Table IX: EFFECTIVENESS OF TRAINERS

NAME OF TRAINER	S.I.T. SITE	DEGREE	# OF ITEMS BELOW 4.5	# OF TEACHERS IN TRAINING
Anderson	East	B.A.	5	N=96
Davey	West	B.A.	2	N=81
Flentie	East	M.S.	1	N=84
Harris	East	B.A.	1	N=38
Karge	East	M.A.	1	N=124
Lowthian	East	B.A.	1	N=56
Taylor	East	B.A.	3	N=67

The final analysis of the data collected considered a correlation of items on the "Workshop Evaluation" form. The question being answered: "Is there a relationship between what a presenter does in a workshop and what participants find useful?" The level of significance was set at $p<.01$. By combining data for 969 cases, all items in section I (In general, how would you rate the quality of this workshop?) correlated to all items in section II (For you, how meaningful was this training?). The range of correlation values was from $r = .2983$ (Item #1.1. Objective(s) was (were) clearly stated with Item #2.7. Influence ways you meet the needs of G/T students in your classroom.) to $r = .8081$ (Item #2.2. Usefulness of ideas presented with Item #2.3. Usefulness of materials shared.) The highest correlation reinforces the value of complimenting concepts presented with related handouts.

Further analysis was done by using Hoyt's analysis to determine the internal consistency reliability coefficient of the "Workshop Evaluation" instrument, significance at $p<.0001$ for the F-ratio was observed for "Between Items = 50.095" and "Between Cases = 14.906" with $R = .9329$.

In summary, logic does prevail as what we do in a training workshop does influence the level of meaning participants experience and the influence on their thoughts and actions.

OBJECTIVE #4: Follow-up evaluation of local and regional in-service workshops.

The impact of any training is determined by the actual use of the strategies demonstrated during the training workshops. To ascertain if an impact had occurred in the ways projected by Project EDGE, a survey was sent to school districts who had at least 50% of their staff trained by Project trainers. The criterion of 50% was used because of what we know about the change process and the need for a critical mass to form to support the implementation of new ideas or programs. Survey forms were mailed to administrators in 53 school districts and 13 were completed for a 25% return rate.

In Table X, the mean rating is listed for each item on the survey. The range of ratings was a low = 3 to a high = 5, with the scale being Not at all = 1; Somewhat = 3; and Very high = 5 with "high" being recorded for all items. Of the 12 districts responding, 100% indicated that the "quality of learning opportunities in their district improved for gifted and talented students because of the Project EDGE training received by their staff."

Table X. Project EDGE Follow-up Survey Summary

	SURVEY ITEM	MEAN RATING
1.	The degree of overall impact of the training(s).	4.23
2.	The degree to which the materials are being used that were distributed at the training(s).	4.08
3.	The degree to which the strategies are being used that were presented at the training(s).	4.08
4.	The degree of influence the trained staff have had on your thoughts regarding the needs of gifted and talented students.	4.39
5.	The degree of influence the trained staff have had on the ways you now support meeting the needs of gifted and talented students.	4.15

Scale: Not at all = 1; Somewhat = 3; Very high = 5

An analysis of the correlation between survey items was conducted and found the following relationships to be significant:

Item #2. The degree to which the materials are being used that were distributed at the training(s) with Item #3. The degree to which the strategies are being used that were presented at the training(s). ($r = .7536$ at $p<.01$)

Item #4. The degree of influence the trained staff have had on your thoughts regarding the needs of gifted and talented students. with Item #5. The degree of influence the trained staff have had on the ways you now support meeting the needs of gifted and talented students.($r = .5734$ at $p<.05$)

In summary, for those districts responding, Project EDGE has had an impact and made a difference in the experiences gifted and talented students receive.

Going beyond the initial intent of the project, several of the Project EDGE trainers also provided consultation to school districts in the state of Montana. To document this activity, "Project EDGE Technical Assistance Logs" were maintained on an irregular basis. Therefore, it is evident that Project EDGE trainers were perceived to have an expertise that was sought; however, the measurability of the impact was not possible because of the quality of documentation received. In addition, because the initial project goals did not portray a need for including "Technical Assistance Log" documentation, it was not considered to be a part of the evaluation design. A review of the logs submitted indicate that consultative services were an integral part of the training workshops teachers attended. This means that the school districts listed in the "Technical Assistance Logs" were also the school districts having teachers participate in Project EDGE trainer workshops.

OBJECTIVE #1

OBJECTIVE #1: Evaluation/selection of participants

- Summary of attributes of participants
- Criteria for selection of participants
- Application form used by interested persons
- Selection form used by Selection Committee
- List of members of Selection Committee

SUMMARY OF PARTICIPANT ATTRIBUTES

4/92

PROJECT EDGE

Participant Information Sheet

NAME:_____ ***DATE:***_____

EDUCATION: *(Check appropriate levels)*

B.S./B.A.___ M.Ed./M.S. ___ 5th Yr. ___ Other _____(name)

Years of training beyond B.A./B.S. Degree: (circle appropriate number)

1 2 3 4 5 6 7 8 9 10+
Or state number of credits earned beyond B.A.:_____(Qtr./Sem.)

TEACHING EXPERIENCE:

Number of years at current teaching level: ___
Total number of years of teaching experience: ___

SPECIAL TRAINING:

Number of course credits earned in each of the following:

Courses on the gifted/talented: ___
Courses on problem solving: ___
Courses on critical thinking skills: ___
Courses on creativity: ___
Courses on questioning techniques: ___

Number of workshops and/or conference sessions attended during which you learned about the following:

The gifted/talented: ___
Problem solving: ___
Critical Thinking skills: ___
Creativity: ___
Questioning techniques: ___

PROJECT EDGE Trainer Data

GE #	NAME	EAST (1) WEST (2)	SCHOOL DISTRICT	DEGREE	B.A. + YRS. OF TRAINING	YRS. OF TOTAL TEACHING
1	Anderson, J.	1	Terry	BA (1)	10	11
2	Bowen, M.	1	Lockwood	MS (3)	3	18
3	Brown, J.	2	Clinton	BA (1)	1	18
4	Capp, T.	1	Wibaux	BA (1)	10	10
5	Carlstrom, R.	2	Carter	BA (1)	2	16
6	Davey, R.	2	Great Falls	BA (1)	0	8
7	Douglass, E.	1	Livingston	BA (1)	0	18
8	Durham, L.	2	Valier	BS (1)	2	3
9	Eby, N.	1	Lockwood	5 TH YR.(2)	2	18
10	Edwards, L.	1	Lewiston	MS (3)	10	18
11	Engelter, V.	2	Hamilton	BS (1)	10	19
12	Flanagan, W.	2	Fort Benton	BA (1)	2	15
13	Flentie, S.	1	Lewistown	MS (3)	2	11
14	Harris, S.	1	Colstrip	BA (1)	1	8
15	Karge, E.	1	Wolf Point	MA (3)	3	22
16	Knight, S.	2	Corvallis	BA (1)	3	14
17	Lamar, S.	2	Swan Valley	MA (3)	3	13
18	Lenhart, B.	1	Billings	BA (1)	2	20
19	Lowthian, P.	1	Billings	BA (1)	1	12
20	Marsden, B.	1	Lewistown	BS (1)	1	9
21	McGee, B.	2	Belgrade	BA (1)	0	6
22	McGrath, D.	1	Laurel	BS (1)	2	13
23	Parson, K.	2	Arlee	BS (1)	5	13
24	Peterson, S.	1	Nashua	BS (1)	3	17
25	Pierce, K.	2	Troy	BA (1)	2	6
26	Richardson, G.	1	Laurel	MA (3)	3	16
27	Rizwani-Nisley, A.	1	Powder River	BA (1)	0	3
28	Shaide, K.	1	Fairview	BS (1)	1	8
29	Shipley, J.	1	Hardin	BS (1)	0	3
30	Stout-Suenram, K.	2	Corvallis	BA (1)	2	5
31	Strothman, M.	2	Bonner	ME (3)	4	17
32	Swindler, J.	1	Colstrip	ME (3)	3	14
33	Swoboda, S.	2	Shelby	BS (1)	2	19
34	Taylor, V.	1	Saco	BA (1)	10	21
35	Turcott, K.	2	East Helena	BA (1)	10	20
36	Walker, D.	2	Sun River	BA (1)	2	24
37	Whillhite, M.	2	Valier	BS (1)	5	5
38	Williams, R.	2	Browning	ME (3)	6	6
39	Woody, C.	2	Cascade	5 TH YR.(2)	6	11
40	Youngblood, S.	2	Butte	BS (1)	2	15
	AVERAGE				3.4	13.075

PROJECT EDGE Trainer Levels of Training

CASE #	NAME	Courses: on G/T	Courses: Prob. Solv.	Courses: Think.Skills	Courses: Creativity	Courses: Question.	Workshops: on G/T	Workshops: Prob. Solv.	Workshops: Think.Skills	Workshops: Creativity	Workshops: Question.
1	Anderson, J.	20	3	2	3	2	3	4	10	3	4
2	Bowen, M.	0	1	1	1	0	3	0	0	0	0
3	Brown, J.	10	3	0	7	0	1	1	8	0	0
4	Capp, T.	46	0	0	10	0	5	0	3	0	0
5	Carlstrom, R.	6	1	0	0	0	7	7	7	7	7
6	Davey, R.	0	0	2	0	0	4	4	1	4	1
7	Douglass, E.	7	0	0	0	0	7	0	1	6	2
8	Durham, L.	1	0	0	0	0	1	0	0	0	0
9	Eby, N.	0	0	3	0	3	8	1	1	0	0
10	Edwards, L.	3	2	4	2	0	5	1	2	2	0
11	Engelter, V.	14	1	0	2	0	6	6	6	6	6
12	Flanagan, W.	0	3	0	3	0	6	3	3	6	3
13	Flentie, S.	6	3	3	3	0	0	2	4	3	1
14	Harris, S.	5	0	0	0	3	4	4	4	4	6
15	Karge, E.	1	0	0	0	0	2	0	0	0	1
16	Knight, S.	0	0	3	0	0	3	0	0	3	0
17	Lamar, S.	4	0	0	0	0	5	4	4	1	0
18	Lenhart, B.	3	0	0	0	0	2	2	1	3	2
19	Lowthian, P.	2	0	0	0	0	3	3	3	3	3
20	Marsden, B.	4	1	3	1	3	2	8	8	8	8
21	McGee, B.	0	0	0	0	6	12	0	4	12	0
22	McGrath, D.	0	0	0	0	0	1	3	3	3	3
23	Parson, K.	4	1	1	2	1	16	2	2	3	2
24	Peterson, S.	4	0	0	2	3	6	3	1	2	0
25	Pierce, K.	4	0	0	0	2	10	1	4	1	3
26	Richardson, G.	2	4	6	0	3	0	2	0	0	0
27	Rizwani-Nisley, A.	4	0	2	0	2	5	1	2	1	1
28	Shaide, K.	0	0	2	0	1	2	0	1	2	2
29	Shipley, J.	0	1	2	0	2	2	2	1	2	1
30	Stout-Suenram, K.	0	0	0	0	0	4	4	0	0	0
31	Strothman, M.	0	0	2	2	2	8	8	8	8	8
32	Swindler, J.	17	0	2	0	1	23	1	3	1	2
33	Swoboda, S.	6	0	0	0	0	8	2	2	3	4
34	Taylor, V.	6	0	0	0	0	5	3	2	2	2
35	Turcott, K.	9	4	2	4	0	18	7	3	10	1
36	Walker, D.	2	1	2	1	1	4	2	2	2	1
37	Whillhite, M.	5	1	0	0	0	5	2	1	4	1
38	Williams, R.	22	0	0	3	0	12	2	6	2	2
39	Woody, C.	3	0	0	0	0	8	0	0	0	0
40	Youngblood, S.	5	1	1	1	0	15	2	2	5	0
	AVERAGE	5.63	0.78	1.08	1.18	0.88	6.03	2.43	2.83	3.05	1.93

4/92

PROJECT EDGE

Participant Information Sheet

*NAME:*_____ *DATE:*_____

EDUCATION: (Check appropriate levels)

VAR. NAME:

Degree B.S./B.A.___ M.Ed./M.S. ___ 5th Yr. ___ Other _____(name)

Years of training beyond B.A./B.S. Degree: (circle appropriate number)

Yr.Bey. 1 2 3 4 5 6 7 8 9 10+

TEACHING EXPERIENCE:

TE:CL Number of years at current teaching level: ___
TE:Tot. Total number of years of teaching experience: ___

SPECIAL TRAINING:

Number of course credits earned in each of the following:

ST;G/T Courses on the gifted/talented: ___
ST:PS Courses on problem solving: ___
ST:CTS Courses on critical thinking skills: ___
ST:Cre. Courses on creativity: ___
ST:QT Courses on questioning techniques: ___

Number of workshops and/or conference sessions attended during which you learned about the following:

ST:WGT The gifted/talented: ___
ST:WPS Problem solving: ___
ST:WCT Critical Thinking skills: ___
ST:WCr Creativity: ___
ST:WQT Questioning techniques: ___

PROJECT EDGE
SUMMARY OF ATTRIBUTES OF PARTICIPANTS/TRAINERS
INCLUDES A SUMMARY OF SPECIAL TRAININGS

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
Degree	40	1.5	.84732	.71795	.56488
Yr.Bey	40	3.45	3.14561	9.89487	.91177
TE:Tot	40	13.075	5.79296	33.55833	.44306
ST:G/T	40	5.85	8.44758	71.36154	1.44403
ST:PS	40	.875	1.30458	1.70192	1.49095
ST:CTS	40	1.125	1.43558	2.0609	1.27607
ST:Cre	40	1.275	2.12419	4.51218	1.66603
ST:QT	40	.85	1.36907	1.87436	1.61067
ST:WGT	40	6.45	5.3491	28.61282	.82932
ST:WPS	40	2.425	2.25192	5.07115	.92863
ST:WCT	40	2.825	2.60067	6.76346	.92059
ST:WCr	40	3.05	2.92601	8.56154	.95935
ST:WQT	40	1.925	2.29143	5.25064	1.19035

ANALYSIS OF EDUCATION and YEARS OF EDUCATION BEYOND DEGREE
BA = 1; 5TH YR. = 2; MA = 3

BREAKDOWN OF 'Yr.Bey'

Degree GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
1	29	3.2069	3.39516	11.52709	1.05871
2	2	4	2.82843	8	.70711
3	9	4.11111	2.47207	6.11111	.60131
TOTAL	40	3.45	3.14561	9.89487	.91177

BEST COPY AVAILABLE

CRITERIA FOR SELECTION

SELECTION CRITERIA

Using the information collected from the application process, The Selection Committee made the final selection of Project EDGE participants based upon the following criteria:

1. Three or more years of teaching experience in grades K-8;

2. Presently teaching and will be teaching next year;

3. Willingness to participate in the project and to present regional workshops;

4. Ability to interact with fellow teachers;

5. Leadership in workshop presentations or similar presentations;

6. Representation of a geographic distribution that insures project coverage of the entire state; and

7. Representation of grade level distribution that insures project coverage of grades K-8 with consideration to special populations.

APPLICATION FORM

Nancy Keenan, Superintendent
Office of Public Instruction
State Capitol
Helena, MT 59620

Application for Participation in Project EDGE

Excellence in the Dissemination of Gifted Education

Name		SS Number		
Home Address	Street	City	State	Zip
School Name				
School Address	Street	City	State	Zip
School Phone No.		Home Phone No.		

Do you expect to be teaching at this school next year? ☐ Yes ☐ No
If no, explain why._____

Years of teaching experience:_____ What level(s)?_____

Are you currently working directly with Native American students? ☐ Yes ☐ No

Subject(s), if departmentalized: _____ (this year) _____ (next year)

Area of certification: ☐ Elementary ☐ Secondary
If secondary, which content areas are you endorsed to teach?_____

Degrees received: College	Major

If selected to participate, will you attend the entire five-week summer training session (June 26-July 31) in 1991? (Attendance for the entire five weeks is required.) ☐ Yes ☐ No

Are you willing to live on-campus in the dorm, at least on weekdays? (Living on-campus in the dorm is required.) ☐ Yes ☐ No

If selected to participate, you must bring a microcomputer of your own or from your school to the institute. The computer must have at least 128K memory. Please check the brand and model of the computer you will bring.

a) ☐ Apple IIe
b) ☐ Apple GS
c) ☐ IBM-AT
d) ☐ IBM-XT
e) ☐ Apple IIc
f) ☐ Macintosh
g) ☐ Other_____

Nancy Keenan, Superintendent
Office of Public Instruction
State Capitol
Helena, MT 59620

Peer #1 Nomination/ Recommendation Form for Participation in Project EDGE

Excellence in the Dissemination of Gifted Education

The teacher applicant named below is submitting an application to be trained as a regional leader in gifted education. Participants will attend five weeks of intensive training during the summers of 1991 and 1992. They will then be expected to present workshops for their own districts as well as their region.

We would appreciate your assessment of this person's potential to become an inservice leader.

We are looking for teachers who have experience and/or interest in gifted education and who will take an active part in shaping the future of the field. The information you provide will assist us in making the final selection of participants.

This recommendation must be postmarked no later than **November 26, 1990**. Participants will be notified by December 30, 1990.

Applicant's Name	School

Please check the appropriate response for the following:

	Superior	Average	Below Average
Knowledge of gifted education	☐	☐	☐
Interest in gifted education	☐	☐	☐
Ability to work with others	☐	☐	☐
Uses a variety of teaching methods	☐	☐	☐
Dependability	☐	☐	☐
Initiative	☐	☐	☐
Potential as an inservice facilitator	☐	☐	☐
Speaking effectiveness	☐	☐	☐

How long have you known this teacher?_____ Supervised this teacher?_____

If this candidate is selected for Project EDGE, would you utilize this teacher as a workshop leader to present or facilitate gifted education for your staff? ☐ Yes ☐ No

If no, please explain:_____

Please write a brief statement on back describing why this person should be selected for this project.

Name	School
Position	Address

This form may be given to the teacher to be returned with the completed application or returned to:

Project EDGE
Michael Hall, Project Director
Office of Public Instruction
State Capitol
Helena, MT 59620
(406) 444-4422

Nancy Keenan, Superintendent
Office of Public Instruction
State Capitol
Helena, MT 59620

Peer #2 Nomination/ Recommendation Form for Participation in Project EDGE

Excellence in the Dissemination of Gifted Education

The teacher applicant named below is submitting an application to be trained as a regional leader in gifted education. Participants will attend five weeks of intensive training during the summers of 1991 and 1992. They will then be expected to present workshops for their own districts as well as their region.

We would appreciate your assessment of this person's potential to become an inservice leader.

We are looking for teachers who have experience and/or interest in gifted education and who will take an active part in shaping the future of the field. The information you provide will assist us in making the final selection of participants.

This recommendation must be postmarked no later than **November 26, 1990**. Participants will be notified by December 30, 1990.

Applicant's Name	School

Please check the appropriate response for the following:

	Superior	Average	Below Average
Knowledge of gifted education	☐	☐	☐
Interest in gifted education	☐	☐	☐
Ability to work with others	☐	☐	☐
Uses a variety of teaching methods	☐	☐	☐
Dependability	☐	☐	☐
Initiative	☐	☐	☐
Potential as an inservice facilitator	☐	☐	☐
Speaking effectiveness	☐	☐	☐

How long have you known this teacher?_____ Supervised this teacher?_____

If this candidate is selected for Project EDGE, would you utilize this teacher as a workshop leader to present or facilitate gifted education for your staff? ☐ Yes ☐ No
If no, please explain:_____

Please write a brief statement on back describing why this person should be selected for this project.

Name	School
Position	Address

This form may be given to the teacher to be returned with the completed application or returned to:

Project EDGE
Michael Hall, Project Director
Office of Public Instruction
State Capitol
Helena, MT 59620
(406) 444-4422

Nancy Keenan, Superintendent
Office of Public Instruction
State Capitol
Helena, MT 59620

Administrator Nomination/ Recommendation Form for Participation in Project EDGE

Excellence in the Dissemination of Gifted Education

The teacher applicant named below is submitting an application to be trained as a regional leader in gifted education. Participants will attend five weeks of intensive training during the summers of 1991 and 1992. They will then be expected to present workshops for their own districts as well as their region.

We would appreciate your assessment of this person's potential to become an inservice leader.

We are looking for teachers who have experience and/or interest in gifted education and who will take an active part in shaping the future of the field. The information you provide will assist us in making the final selection of participants.

This recommendation must be postmarked no later than **November 26, 1990**. Participants will be notified by December 30, 1990.

Applicant's Name	School

Please check the appropriate response for the following:

	Superior	Average	Below Average
Knowledge of gifted education	☐	☐	☐
Interest in gifted education	☐	☐	☐
Ability to work with others	☐	☐	☐
Uses a variety of teaching methods	☐	☐	☐
Dependability	☐	☐	☐
Initiative	☐	☐	☐
Potential as an inservice facilitator	☐	☐	☐
Speaking effectiveness	☐	☐	☐

How long have you known this teacher?_____ Supervised this teacher?_____

If this candidate is selected for Project EDGE, would you utilize this teacher as a workshop leader to present or facilitate gifted education for your staff? ☐ Yes ☐ No
If no, please explain:_____

Please write a brief statement on back describing why this person should be selected for this project.

Name	School
Position	Address

This form may be given to the teacher to be returned with the completed application or returned to:

Project EDGE
Michael Hall, Project Director
Office of Public Instruction
State Capitol
Helena, MT 59620
(406) 444-4422

Nancy Keenan, Superintendent
Office of Public Instruction
State Capitol
Helena, MT 59620

District Commitment for Teacher's Participation in Project EDGE

Excellence in the Dissemination of Gifted Education

As the administrator of School District No. _____ in _____
(county)

where_____ is employed, I agree to release this teacher from
(applicant)
teaching duties in the district in order to serve as a gifted education advocate for the U.S. Office of Education funded EDGE Project. It is understood that release time from teaching duties will not exceed the equivalent of four full days and that the teacher will not suffer any loss of salary or benefits as a result of such service.

I will allow the applicant to take a district microcomputer to the summer institute. This will allow the inservice to be tailored to the specific equipment used by the home district. I understand that during the next school year, the applicant will be linked to an electronic bulletin board and will need access to the computer and an adjacent telephone. I also understand that computer calls to the bulletin board will be made on an 800 number at no cost to the district.

I expect that the district will greatly benefit from _____'s participation
(applicant)
in this program which will assist us to upgrade the quality of our educational program.

District Administrator (print or type)	Position
District Administrator (signature)	Date

Please give this letter to the teacher applicant so that it may be returned with the Teacher Application for Participation to:

Project EDGE
Michael Hall, Project Director
Office of Public Instruction
State Capitol
Helena, MT 59620
(406) 444-4422

Completed applications must be postmarked no later than November 26, 1990.

Name and position of the administrator who will be enclosing a nomination/recommendation form and statement of support.

Name	Position

Address	City	State	Zip	Phone Number

Please attach a short letter (300 words or less) explaining why you wish to participate in Project EDGE and become a regional gifted education advocate.

Respond to the following on separate sheets of paper.
List or describe college courses in gifted education taken as an undergraduate:

1. Describe any gifted education workshops or conferences which you have attended in the last five (5) years.

2. Describe your past experience, if any, in gifted education curriculum planning, instruction, materials selection, workshops or any inservice, leadership, etc.

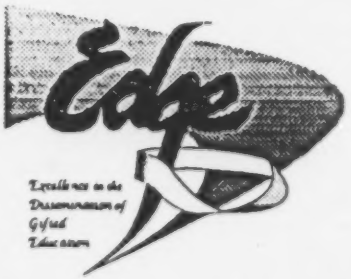
3. List the professional organizations of which you are a member (AGATE, MSTA, NSTA, MAS, MEA, MCCE, etc.)

4. Describe any leadership experience in organizations or training projects, e.g., EMME, NDN Projects.

Application Checklist:

- ☐ Participant Application
- ☐ District Commitment Form
- ☐ PEER Nomination Form #1
- ☐ PEER Nomination Form #2
- ☐ Administrator Nomination Form
- ☐ Personal Letter of Application

Return completed application, your letter, recommendation form and district letter of commitment to:



Project EDGE
Michael Hall, Project Director
Office of Public Instruction
State Capitol
Helena, MT 59620
(406) (444-4422)

COMPLETED APPLICATIONS MUST BE POSTMARKED NO LATER THAN NOVEMBER 26, 1990.

SELECTION FORM

SELECTED ?_____
ALTERNATE?_____
REVIEWER'S INITIALS_____

Project EDGE

APPLICATION REVIEW

NAME_____REGION: EAST - WEST
(circle one)

Administrator Nomination/Recommendation Form Support Letter

1 2 3 4 5 6 7 8 9 10 Comments
average

Peer #1 Nomination/Recommendation Form Support Letter

1 2 3 4 5 6 7 8 9 10 Comments
average

Peer #2 Nomination/Recommendation Form Support Letter

1 2 3 4 5 6 7 8 9 10 Comments
average

CHECK LIST SUMMARY
(Give 4 points for each Superior, 2 points for each Average, 0 points for each Below Average - Total all three checklists and divide by 3)

	Administrator	Peer #1	Peer #2	Average
Knowledge of gifted education	___	___	___	___
Interest in gifted education	___	___	___	___
Ability to work with others	___	___	___	___
Uses a variety of teaching methods	___	___	___	___
Dependability	___	___	___	___
Initiative	___	___	___	___
Potential as an inservice facilitator	___	___	___	___
Speaking effectiveness	___	___	___	___

Total_____(32 possible)

APPLICANTS RESPONSES

Question #1 Comments

1 2 3 4 5 6 7 8 9 10
average

Question #2 Comments
1 2 3 4 5 6 7 8 9 10
average

Question #3 Comments
1 2 3 4 5 6 7 8 9 10
average

Overall Rating of applicant

1 2 3 4 5 6 7 8 Comments
average

TOTAL _____
(100 POINTS POSSIBLE)

COMMENTS

RECOMMENDATION:
SELECT_____
ALTERNATE_____
ELIMINATE_____

SELECTION COMMITTEE

Project EDGE
Participant Selection Team

Representing Eastern Montana:

Dr. David Davison,	Education Department Chair at Eastern Montana College, Billings, Montana
Jann Leppien,	Gifted Education Instructor, Lockwood, Montana
Del Siegle,	Gifted Education Instructor, Glendive, Montana

Representing Western Montana:

Dr. Douglas Yarbrough,	Professor at the University of Montana, Missoula, Montana
Alicia Duncan,	Principal, Great Falls, Montana
Sue Kidd,	Curriculum Consortium Director, Bozeman, Montana

Representing the whole state:

Project Director Michael Hall,	Gifted Education Specialist, Office of Public Instruction, Helena, Montana

OBJECTIVE #2

OBJECTIVE #2: Evaluation of Summer Institutes

- Summary of overall effectiveness as rated by participants
- Evaluation of guest speakers/ consultants by participants
- Evaluation of changes in participants beliefs and understandings about gifted and strategies for teaching gifted students
- Evaluation of participants by University faculty for grading purposes -- not included in this report

SUMMARY OF SUMMER INSTITUTE EFFECTIVENESS

DATE: _____

PROJECT EDGE
Institute Evaluation

NAME: _____ **INSTITUTE LOCATION:** _____

I. How would you rate the quality of the following items as each relates to your experience during the Summer Institute Training sessions: **(1 = low; 5 = high)**

1. Instructors' presentation of information
   1 2 3 4 5
2. Quality of resource materials used
   1 2 3 4 5
3. Quality of outside resource experts
   1 2 3 4 5
4. Effective use of small group discussions
   1 2 3 4 5
5. Effective use of cooperative learning
   1 2 3 4 5
6. Effective use of large group discussions
   1 2 3 4 5
7. Effective use of instructional technology, e.g. overhead projector, computer technology and programs, VCR, etc.
   1 2 3 4 5
8. Effective presentation and modeling on how to work with adult learners
   1 2 3 4 5

II. To what degree do you think you will use each of the following approaches during **REGIONAL/LOCAL DISTRICT** training sessions: **(1 = never; 2 = seldom; 4 = often; 5 = very often)**

9. Instructional technology
   1 2 3 4 5
10. Resource materials provided during institute
   1 2 3 4 5
11. Resource materials you already have
   1 2 3 4 5
12. Outside resource experts
   1 2 3 4 5
13. Gifted students
   1 2 3 4 5
14. Parents of gifted students
   1 2 3 4 5

15. Role playing
1 2 3 4 5

16. Small group discussions
1 2 3 4 5

17. Cooperative learning
1 2 3 4 5

18. Grouping by grade level, content area, years of experience, and/or personal interests
1 2 3 4 5

19. "Hands-on" activities
1 2 3 4 5

20. Development of products for immediate use in the instructional setting
1 2 3 4 5

III. How will the following factors define your success as an effective trainer? **(1 = not at all; 2 = to some degree; 3 = definitely; 4 = very much; 5 = high degree)**

21. All workshop participants give you high ratings.
1 2 3 4 5

22. There were very intense discussions.
1 2 3 4 5

23. Several participants said they liked what I presented
1 2 3 4 5

24. At a later date, a participant tells how an idea presented did not work in his/her classroom/school.
1 2 3 4 5

25. At a later date, a participant tells how an idea presented did work in his/her classroom/school.
1 2 3 4 5

General Comments:

PROJECT EDGE
1991 SUMMER INSTITUTE EVALUATION

I. How would you rate the quality of the following items as each relates to your experience during the Summer Institute Training sessions: (1=low; 5=high)

Var.Name						
1	1. Instructors' presentation of information	1	2	3	4	5
2	2. Quality of resource materials used	1	2	3	4	5
3	3. Quality of outside resource experts	1	2	3	4	5
4	4. Effective use of small group discussions	1	2	3	4	5
5	5. Effective use of cooperative learning	1	2	3	4	5
6	6. Effective use of large group discussions	1	2	3	4	5
7	7. Effective use of instructional technology e.g. overhead projector, computer technology and programs, VCR, etc.	1	2	3	4	5
8.	8. Effective presentation and modeling on how to work with adult learners	1	2	3	4	5

II. To what degree do you think you will use each of the following approaches during REGIONAL/LOCAL DISTRICT training sessions: (1=never; 2=seldom; 4=often; 5=very often)

9	9. Instructional technology	1	2	3	4	5
10	10. Resource materials provided during institute	1	2	3	4	5
11	11. Resource materials you already have	1	2	3	4	5
12	12. Outside resource experts	1	2	3	4	5
13	13. Gifted students	1	2	3	4	5
14	14. Parents of gifted students	1	2	3	4	5
15	15. Role playing	1	2	3	4	5
16	16. Small group discussions	1	2	3	4	5
17	17. Cooperative learning	1	2	3	4	5
18	18. Grouping by grade level, content areas, years of experience, and/or personal interests	1	2	3	4	5
19	19. "Hands-on" activities	1	2	3	4	5
20	20. Development of products for immediate use in the instructional setting	1	2	3	4	5

III. How will the following factors define your success as an effective trainer? (1=not at all; 2=to some degree; 3=definitely; 4=very much; 5=high degree_

21	21. All workshop participants give you high ratings.	1	2	3	4	5
22	22. There were very intense discussions.	1	2	3	4	5
23	23. Several participants said they liked what I presented.	1	2	3	4	5
24	24. At a later date, a participant tells how an idea presented did not work in his/her classroom/school.	1	2	3	4	5
25	25. At a later date, a participant tells how an idea presented did work in his/her classroom/school.	1	2	3	4	5

PROJECT EDGE
1991 SUMMER INSTITUTE EVALUATION
EMC and Carroll College Sites Combined

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1	40	4.775	.4229	.17885	.08857
2	40	4.85	.36162	.13077	.07456
3	40	4.875	.33493	.11218	.0687
4	40	4.675	.6155	.37885	.13166
5	40	4.55	.78283	.61282	.17205
6	40	4.55	.63851	.40769	.14033
7	40	4.675	.52563	.27628	.11243
8	40	4.525	.55412	.30705	.12246
9	39	4.35898	.62774	.39406	.14401
10	39	4.69231	.46757	.21862	.09965
11	39	3.76923	.90209	.81377	.23933
12	40	3.775	.80024	.64038	.21198
13	40	3.9	.95542	.91282	.24498
14	40	3.8	.93918	.88205	.24715
15	40	3.725	.84694	.71731	.22737
16	40	4.375	.58562	.34295	.13386
17	40	3.7	.93918	.88205	.25383
18	40	4.1	.7779	.60513	.18973
19	40	4.7	.4641	.21538	.09874
20	40	4.45	.597	.35641	.13416
21	40	3.4	.98189	.9641	.28879
22	40	4.1	.84124	.70769	.20518
23	40	3.85	.92126	.84872	.23929
24	40	3.5	1.35873	1.84615	.38821
25	40	4.5	.71611	.51282	.15914

PROJECT EDGE
1992 SUMMER INSTITUTE EVALUATION
EMC and Carroll College Sites Combined

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1	40	4.85	.36162	.13077	.07456
2	40	4.9	.30382	.09231	.062
3	40	4.675	.47434	.225	.10146
4	40	4.85	.36162	.13077	.07456
5	40	4.8	.4051	.1641	.08439
6	40	4.85	.36162	.13077	.07456
7	40	4.65	.53349	.28462	.11473
8	40	4.75	.43853	.19231	.09232
9	40	4.575	.54948	.30192	.1201
10	40	4.875	.33493	.11218	.0687
[illegible]	40	4.6	.67178	.45128	.14604
12	40	4.05	.81492	.6641	.20122
13	40	3.85	.97534	.95128	.25333
14	40	3.6	1.12774	1.27179	.31326
15	40	3.5	1.03775	1.07692	.2965
16	40	4.725	.50574	.25577	.10703
17	40	4.575	.59431	.35321	.1299
18	39	4.282051	.82554	.68151	.19279
19	40	4.7	.5164	.26667	.10987
20	40	4.375	.70484	.49679	.16111
21	40	3.4	.98189	.9641	.28879
22	40	4.275	.90547	.81987	.21181
23	40	3.975	.94699	.89679	.23824
24	40	3.975	1.16548	1.35833	.2932
25	40	4.75	.49355	.24359	.1039

PROJECT EDGE
1992 SUMMER INSTITUTE EVALUATION
EMC Site

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1	20	4.85	.36635	.13421	.07554
2	20	4.85	.36635	.13421	.07554
3	20	4.8	.41039	.16842	.0855
4	20	4.8	.41039	.16842	.0855
5	20	4.8	.41039	.16842	.0855
6	20	4.95	.22361	.05	.04517
7	20	4.65	.48936	.23947	.10524
8	20	4.75	.44426	.19737	.09353
9	20	4.45	.60481	.36579	.13591
10	20	4.85	.36635	.13421	.07554
.1	20	4.5	.60698	.36842	.13488
12	20	4.05	.82558	.68158	.20385
13	20	3.85	.98809	.97632	.25665
14	20	3.55	1.14593	1.31316	.3228
15	20	3.65	1.08942	1.18684	.29847
16	20	4.6	.59824	.35789	.13005
17	20	4.65	.58714	.34474	.12627
18	20	4.25	.8507	.72368	.20016
19	20	4.65	.58714	.34474	.12627
20	20	4.35	.87509	.76579	.20117
21	20	3.3	.80131	.64211	.24282
22	20	3.95	.88704	.78684	.22457
23	20	3.75	.8507	.72368	.22685
24	20	3.6	1.27321	1.62105	.35367
25	20	4.75	.55012	.30263	.11581

PROJECT EDGE
1992 SUMMER INSTITUTE EVALUATION
CARROLL COLLEGE SITE

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1	20	4.85	.36635	.13421	.07554
2	20	4.95	.22361	.05	.04517
3	20	4.55	.51042	.26053	.11218
4	20	4.9	.30779	.09474	.06281
5	20	4.8	.41039	.16842	.0855
6	20	4.75	.44426	.19737	.09353
7	20	4.65	.58714	.34474	.12627
8	20	4.75	.44426	.19737	.09353
9	20	4.7	.47016	.22105	.10003
10	20	4.9	.30779	.09474	.06281
.	20	4.7	.7327	.53684	.15589
12	20	4.05	.82558	.68158	.20385
13	20	3.85	.98809	.97632	.25665
14	20	3.65	1.13671	1.29211	.31143
15	20	3.35	.98809	.97632	.29495
16	20	4.85	.36635	.13421	.07554
17	20	4.5	.60698	.36842	.13488
18	19	4.31579	.82007	.67251	.19002
19	20	4.75	.44426	.19737	.09353
20	20	4.4	.50262	.25263	.11423
21	20	3.55	1.09904	1.20789	.30959
22	20	4.6	.82078	.67368	.17843
23	20	4.2	1.00525	1.01053	.23935
	20	4.35	.9333	.87105	.21455
25	20	4.75	.44426	.19737	.09353

PROJECT EDGE
1992 SUMMER INSTITUTE EVALUATION RESULTS
CORRELATION OF Training Sessions to Predicted Degree of Use

--CORRELATION MATRIX (r)--

	1#	2#	3#	4#
	1	2	3	4
1#	1	.56011**	.30644	-.17647
2#	.56011**	1	.30246	-.14003
3#	.30644	.30246	1	-.14201
4#	-.17647	-.14003	-.14201	1
5#	.14003	.04167	.05338	.4901**
6#	.21569	.09335	.30644	.01961
7#	-.01329	.25311	.24825	-.01329
8#	.24254	.57735**	.21572	.08085
9#	.05807	.04608	-.15003	.31616*
10#	.26463	.37796*	-.10087	-.15878
11#	.06333	.05025	.14484	.16888
12#	.0261	-.08285	.10945	-.06091
13#	-.06543	.12114	.05819	.07997
14#	.03772	.02993	.03835	.1006
15#	.20498	.08133	.2344	0
16#	.46968**	.31706*	.2592	.18927
17#	.2923	.18461	.0432	.41161**
18#	.14759	.0133	.23075	.06038
19#	.5767**	.29417	.42918**	-.10985
20#	.42755**	.29934	.45057**	.12575

#=VARIABLE HAS MISSING VALUES
** p<.01 * p<.05

	5#	6#	7#	8#
	5	6	7	8
1#	.14003	.21569	-.01329	.24254
2#	.04167	.09335	.25311	.57735**
3#	.05338	.30644	.24825	.21572
4#	.4901**	.01961	-.01329	.08085
5#	1	.14003	-.09492	0
6#	.14003	1	.25253	-.08085
7#	-.09492	.25253	1	.4932**
8#	0	-.08085	.4932**	1
9#	-.04608	.05807	.09184	-.0266
10#	-.18898	.05293	.17937	.13093
11#	-.11307	.06333	.10016	.08704
12#	-.35729*	-.06091	-.43054**	-.25112
13#	-.14277	-.21083	-.00493	.02997
14#	-.23573	-.21377	-.19604	-.05185
15#	-.06099	.06833	-.13894	-.05634
16#	-.02503	.04907	.10929	.14452
17#	.17041	-.18493	-.07683	.27056
18#	.01998	-.05551	.17491	.13119
19#	.07354	.02746	.07446	.22646
20#	-.0898	.02515	.01705	.31109

#=VARIABLE HAS MISSING VALUES
** p<.01 * p<.05

	9# 9	10# 10	11# 11	12# 12
1#	.05807	.26463	.06333	.0261
2#	.04608	.37796*	.05025	-.08285
3#	-.15003	-.10087	.14484	.10945
4#	.31616*	-.15878	.16888	-.06091
5#	-.04608	-.18898	-.11307	-.35729*
6#	.05807	.05293	.06333	-.06091
7#	.09184	.17937	.10016	-.43054**
8#	-.0266	.13093	.08704	-.25112
9#	1	.26124	.29175	.1632
10#	.26124	1	.22792	-.07046
11#	.29175	.22792	1	.08431
12#	.1632	-.07046	.08431	1
13#	.26075	.2551	.33655*	.3968*
14#	.09103	.20365	.15569	.46873**
15#	.15738	.03689	.14712	.3032
16#	.39907*	.09461	.12076	.15865
17#	.29641	-.0161	.20552	.25677
18#	-.01184	.13273	.40061*	.04556
19#	.26206	.07412	.31044	.03656
20#	.15724	-.12219	.16246	.23436

#=VARIABLE HAS MISSING VALUES
** p<.01 * p<.05

	13# 13	14# 14	15# 15	16# 16
1#	-.06543	.03772	.20498	.46968**
2#	.12114	.02993	.08133	.31706*
3#	.05819	.03835	.2344	.2592
4#	.07997	.1006	0	.18927
5#	-.14277	-.23573	-.06099	-.02503
6#	-.21083	-.21377	.06833	.04907
7#	-.00493	-.19604	-.13894	.10929
8#	.02997	-.05185	-.05634	.14452
9#	.26075	.09103	.15738	.39907*
10#	.2551	.20365	.03689	.09461
11#	.33655*	.15569	.14712	.12076
12#	.3968*	.46873**	.3032	.15865
13#	1	.6434**	.55733**	.27811
14#	.6434**	1	.56965**	.34168*
15#	.55733**	.56965**	1	.31756*
16#	.27811	.34168*	.31756*	1
17#	.41802**	.35197*	.43653**	.36896*
18#	.39357*	.36446*	.49755**	.31871*
19#	.112	.09686	.23924	.65781**
20#	.08392	.29032	.36808*	.65638**

#=VARIABLE HAS MISSING VALUES
** p<.01 * p<.05

	17# 17	18# 18	19# 19	20# 20
1#	.2923	.14759	.5767**	.42755**
2#	.18461	.0133	.29417	.29934
3#	.0432	.23075	.42918**	.45057**
4#	.41161**	.06038	-.10985	.12575
5#	.17041	.01998	.07354	-.0898
6#	-.18493	-.05551	.02746	.02515
7#	-.07683	.17491	.07446	.01705
8#	.27056	.13119	.22646	.31109
9#	.29641	-.01184	.26206	.15724
10#	-.0161	.13273	.07412	-.12219
11#	.20552	.40061*	.31044	.16246
12#	.25677	.04556	.03656	.23436
13#	.41802**	.39357*	.112	.08392
14#	.35197*	.36446*	.09686	.29032
15#	.43653**	.49755**	.23924	.36808*
16#	.36896*	.31871*	.65781**	.65638**
17#	1	.25559	.40939**	.39022*
18#	.25559	1	.39077*	.21371
19#	.40939**	.39077*	1	.5988**
20#	.39022*	.21371	.5988**	1

#=VARIABLE HAS MISSING VALUES
** p<.01 * p<.05

BEST COPY AVAILABLE

	21#	22#	23#	24#
	21	22	23	24
1#	.11475	.0509	-.08611	-.06996
2#	.06168	.28894	.08021	-.00724
3#	.31183	.21343	.26686	.07769
4#	.18878	.52075**	.28827	-.1308
5#	.2247	.2936	.18715	-.01086
6#	-.10735	-.02741	-.08611	-.1308
7#	-.00251	-.06104	.236	.233
8#	.07631	.04843	.16979	.18813
21#	1	.39398*	.52088**	.19353
22#	.39398*	1	.36706*	.05528
23#	.52088**	.36706*	1	.2782
24#	.19353	.05528	.2782	1
25#	.0678	.21516	.26059	.30089

#=VARIABLE HAS MISSING VALUES
** p<.01 * p<.05

	25#
	25
1#	.07183
2#	.51299**
3#	.19167
4#	.07183
5#	.25649
6#	-.07183
7#	.24345
8#	.41464**
21#	.0678
22#	.21516
23#	.26059
24#	.30089

PROJECT EDGE
1992 SUMMER INSTITUTE EVALUATION RESULTS
CORRELATIONof Value of Training Sessions to Factors Defining Success

--CORRELATION MATRIX (r)--

	1#	2#	3#	4#
21#	.11475	.06168	.31183	.18878
22#	.0509	.28894	.21343	.52075**
23#	-.08611	.08021	.26686	.28827
24#	-.06996	-.00724	.07769	-.1308
25#	.07183	.51299**	.19167	.07183

	5#	6#	7#	8#
21#	.2247	-.10735	-.00251	.07631
22#	.2936	-.02741	-.06104	.04843
23#	.18715	-.08611	.236	.16979
24#	-.01086	-.1308	.233	.18813
25#	.25649	-.07183	.24345	.41464**

#=VARIABLE HAS MISSING VALUES
** p<.01 * p<.05

PROJECT EDGE
1992 SUMMER INSTITUTE EVALUATION RESULTS
CORRELATION of Predicted Degree of Use to Factors Defining Success

--CORRELATION MATRIX (r)--

	9#	10#	11#	12#
21#	-.23265	-.14987	.31085	.00493
22#	.29247	-.13739	.14332	.01564
23#	-.1195	.07074	.1451	-.06479
24#	-.01702	.05748	.41265**	-.16063
25#	.07091	.11634	.15467	-.28688

	13#	14#	15#	16#
21#	.12489	.13769	.14189	.03573
22#	.16404	.18582	.20466	.39335*
23#	.35673*	.18247	.11741	.19943
24#	.31241*	.05072	.1802	.03154
25#	.34623*	-.04607	.05006	.12841

	17#	18#	19#	20#
21#	.10023	.29893	.10887	.21365
22#	.22276	.07639	.12613	.35657*
23#	.0262	.3903*	.0367	.09124
24#	.09532	.43959**	.28545	.04292
25#	.32781*	.18043	.20121	-.09214

#=VARIABLE HAS MISSING VALUES
** p<.01 * p<.05

PROJECT EDGE
1992 SUMMER INSTITUTE EVALUATION RESULTS
CORRELATION of Factors Defining Success

--CORRELATION MATRIX (r)--

	21#	22#	23#	24#
	21	22	23	24
21#	1	.39398*	.52088**	.19353
22#	.39398*	1	.36706*	.05528
23#	.52088**	.36706*	1	.2782
24#	.19353	.05528	.2782	1
25#	.0678	.21516	.26059	.30089

#=VARIABLE HAS MISSING VALUES
** p<.01 * p<.05

	25#
	25
21#	.0678
22#	.21516
23#	.26059
24#	.30089
25#	1

#=VARIABLE HAS MISSING VALUES
** p<.01 * p<.05

EVALUATION RESULTS OF CONSULTANTS OR SPEAKERS

1991 SUMMER INSTITUTE GUEST SPEAKERS

PROJECT EDGE GUEST SPEAKERS: Bob & Bonnie
Particpant Evaluation Results
1991 Summer Institute

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	17	4.35294	.60634	.36765	.13929
1.2	17	4.64706	.60634	.36765	.13048
1.3	17	4.58824	.71229	.50735	.15524
1.4	17	4.88235	.48507	.23529	.09935
1.5	17	4.76471	.43724	.19118	.09177
2.1	17	4.76471	.43724	.19118	.09177
2.2	17	4.64706	.60634	.36765	.13048
2.3	17	4.64706	.60634	.36765	.13048
2.4	17	4.41176	.79521	.63235	.18025
2.5	16	4.5	.7303	.53333	.16229
2.6	17	4.05882	.82694	.68382	.20374
2.7	17	4.35294	.70189	.49265	.16124
3	14	1.28571	.46881	.21978	.36463

Want more training in this area: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
2	4	4.25	.9574271
1	10	4.300001	.4830459
MISS	3	4.666667	.5773503
TOTAL	17	4.352941	.6063391

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PROJECT EDGE GUEST SPEAKER: K. Davidson
Particpant Evaluation Results
1991 Summer Institute

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	19	4.05263	.91127	.83041	.22486
1.2	19	3.68421	.94591	.89474	.25675
1.3	19	3.47368	.96427	.92982	.27759
1.4	19	2.73684	.99119	.98246	.36217
1.5	19	3.89474	.93659	.87719	.24047
2.1	19	3.52632	.61178	.37427	.17349
2.2	18	3.83333	.85749	.73529	.22369
3	19	3.57895	1.07061	1.1462	.29914
2.4	19	3.21053	.71328	.50877	.22217
2.5	19	3.31579	.88523	.78363	.26697
2.6	19	3.89474	.93659	.87719	.24047
2.7	19	3.63158	.89508	.80117	.24647
3	14	1.42857	.51355	.26374	.35949

Want more training in this area: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
1	8	3.75	1.035098
2	6	4.833334	.4082483
MISS	5	3.6	.5477225

PROJECT EDGE GUEST SPEAKERS: L. Emerick
Particpant Evaluation Results
1991 Summer Institute

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	19	4.73684	.56195	.31579	.11863
1.2	19	4.78947	.5353	.28655	.11177
1.3	19	4.78947	.71328	.50877	.14893
1.4	18	4.66667	.76697	.58824	.16435
1.5	19	4.78947	.41885	.17544	.08745
2.1	19	4.73684	.56195	.31579	.11863
2.2	19	4.73684	.45241	.20468	.09551
3	19	4.78947	.5353	.28655	.11177
2.4	19	4.78947	.5353	.28655	.11177
2.5	19	4.89474	.3153	.09942	.06442
2.6	19	4.89474	.3153	.09942	.06442
2.7	19	4.89474	.3153	.09942	.06442
3	15	1.06667	.2582	.06667	.24206

Want more training in this area: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
1	14	4.857143	.3631366
2	1	5	
MISS	4	4.25	.9574271
TOTAL	19	4.736842	.5619515

PROJECT EDGE GUEST SPEAKERS: Evanson/Walker
Particpant Evaluation Results
1991 Summer Institute

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	19	4.94737	.22942	.05263	.04637
1.2	19	4.78947	.41885	.17544	.08745
1.3	19	4.8421	.37463	.14035	.07737
1.4	17	4.29412	.84887	.72059	.19768
1.5	18	4.77778	.54832	.30065	.11476
2.1	19	4.63158	.59726	.35673	.12895
2.2	19	4.52632	.61178	.37427	.13516
2.3	19	4.36842	.76089	.57895	.17418
2.4	19	4.73684	.56195	.31579	.11863
2.5	18	4.61111	.60769	.36928	.13179
2.6	19	4.31579	1.20428	1.45029	.27904
2.7	19	4.52632	.77233	.59649	.17063
3	16	1.1875	.40311	.1625	.33946

Want more training in this area: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
2	3	5	0
1	13	4.923077	.2773501
MISS	3	5	0
TOTAL	19	4.947368	.2294157

PROJECT EDGE GUEST SPEAKER: L. Grinde
Particpant Evaluation Results
1991 Summer Institute

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	15	3.86667	1.35576	1.8381	.35063
1.2	15	4.33333	.8165	.66667	.18842
1.3	15	4.26667	.96115	.92381	.22527
1.4	14	4.14286	.86444	.74725	.20866
1.5	15	3.73333	1.43759	2.06667	.38507
2.1	15	3.66667	1.39728	1.95238	.38108
2.2	15	3.8	1.47358	2.17143	.38778
2.3	15	3.6	1.40408	1.97143	.39002
2.4	15	4	1.36277	1.85714	.34069
2.5	14	3.64286	1.33631	1.78571	.36683
2.6	15	3.4	1.35225	1.82857	.39772
2.7	15	3.53333	1.35576	1.8381	38371
3	14	1.35714	.49725	.24725	.36639

Want more training in this area: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
2	5	3	1.870829
1	9	4.444444	.7264831
MISS	1	3	
TOTAL	15	3.866667	1.355764

PROJECT EDGE GUEST SPEAKER: B. Kerr
Participant Evaluation Results
1992 Special Seminar

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	26	4.46154	.94787	.89846	.21245
1.2	26	4.57692	.90213	.81385	.1971
1.3	26	4.5	.98995	.98	.21999
1.4	22	3.36364	.90214	.81385	.2682
1.5	24	4.58333	.88055	.77536	.19212
2.1	26	4.34615	.89184	.79538	.2052
2.2	26	4.30769	.97033	.94154	.22525
3	26	4.19231	.98058	.96154	.2339
2.4	26	4.23077	.99228	.98462	.23454
2.5	26	4.46154	1.02882	1.05846	.2306
2.6	26	4.26923	1.15092	1.32462	.26958
2.7	26	4.23077	1.06987	1.14462	.25288
3	17	1	0	0	0

Want more training in this area: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
1	17	4.588235	1.00367
MISS	9	4.222222	.8333333
TOTAL	26	4.461537	.947872

PROJECT EDGE GUEST SPEAKER: H. Hedrick
Participant Evaluation Results
1991 Summer Institute

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	19	4.31579	1.00292	1.00585	.23238
1.2	20	4.5	.76089	.57895	.16909
1.3	20	4.6	.82078	.67368	.17843
1.4	17	4.17647	1.13111	1.27941	.27083
1.5	20	4.75	.55012	.30263	.11581
2.1	20	4.55	.60481	.36579	.13292
2.2	20	4.6	.68056	.46316	.14795
2.3	19	4.68421	.47757	.22807	.10195
2.4	19	4.21053	.97633	.95322	.23188
5	20	4.45	.82558	.68158	.18552
2.6	20	4.45	.82558	.68158	.18552
2.7	20	4.4	.94032	.88421	.21371
3	15	1.13333	.35187	.12381	.31047

Want more training in this area: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
1	12	4.416666	.9962049
MISS	5	4.4	.5477225
2	2	3.5	2.12132
TOTAL	19	4.315789	1.00292

MISSING: 1

PROJECT EDGE GUEST TRAINER: M. Manning
Participant Evaluation Results
1991 Summer Institute

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	20	4.5	.68825	.47368	.15294
1.2	20	4.6	.75394	.56842	.1639
1.3	20	4.55	.82558	.68158	.18145
1.4	20	4.7	.65695	.43158	.13978
1.5	20	4.75	.55012	.30263	.11581
2.1	20	4.65	.67082	.45	.14426
2.2	20	4.65	.67082	.45	.14426
2.3	20	4.65	.58714	.34474	.12627
2.4	20	4.65	.58714	.34474	.12627
5	20	4.5	.76089	.57895	.16909
2.6	20	4.65	.81273	.66053	.17478
2.7	19	4.57895	.83771	.70175	.18295
3	19	1.05263	.22942	.05263	.21794

Want more training in this area: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
1	18	4.611111	.607685
MISS	1	3	
2	1	4	
TOTAL	20	4.5	.6882472

PROJECT EDGE GUEST SPEAKER: K. Rogers
Particpant Evaluation Results
1991 Summer Institute

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	18	4.66667	.59409	.35294	.1273
1.2	18	4.61111	.60769	.36928	.13179
1.3	18	4.33333	.97014	.94118	.22388
1.4	16	4.0625	.92871	.8625	.22861
1.5	18	4.66667	.59409	.35294	.1273
2.1	18	4.16667	.98518	.97059	.23644
2.2	18	4.55556	.70479	.49673	.15471
2.3	18	4.38889	.84984	.72222	.19363
2.4	17	3.94118	1.29762	1.68382	.32925
2.5	17	4.23529	.90342	.81618	.21331
2.6	18	4.38889	1.0369	1.07516	.23626
2.7	18	4.16667	1.04319	1.08824	.25036
3	13	1.38462	.50637	.25641	.36571

Want more training in this area: Yes=1, No=2

3

BREAKDOWN OF '1.1'

	N	MEAN	STD DEV
2	5	4.4	.8944272
1	8	4.875	.3535534
MISS	5	4.6	.5477226
TOTAL	18	4.666667	.5940884

PROJECT EDGE GUEST SPEAKERS: B. Schultz
Particpant Evaluation Results
1991 Summer Institute

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	19	4.52632	.61178	.37427	.13516
1.2	19	4.68421	.47757	.22807	.10195
1.3	19	4.73684	.56195	.31579	.11863
1.4	10	3.7	1.33749	1.78889	.36148
1.5	19	4.73684	.45241	.20468	.09551
2.1	19	4.52632	.51299	.26316	.11333
2.2	19	4.57895	.60698	.36842	.13256
2.3	19	4.57895	.69248	.47953	.15123
2.4	16	4.125	.7188	.51667	.17425
5	19	4.42105	.76853	.59064	.17383
2.6	16	4.25	1	1	.23529
2.7	18	4	1.08465	1.17647	.27116
3	16	1.4375	.51235	.2625	.35642

Want more training in this area: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
2	7	4.714286	.7559289
1	9	4.444445	.5270463
MISS	3	4.333334	.5773503
TOTAL	19	4.526316	.6117753

PROJECT EDGE GUEST SPEAKERS: A. Starko
Particpant Evaluation Results
1991 summer Institute

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	18	4.88889	.32338	.10458	.06615
1.2	18	4.88889	.32338	.10458	.06615
1.3	18	4.88889	.4714	.22222	.09642
1.4	18	4.88889	.4714	.22222	.09642
1.5	18	4.94444	.2357	.05556	.04767
2.1	18	4.88889	.32338	.10458	.06615
2.2	18	4.94444	.2357	.05556	.04767
2.3	18	4.94444	.2357	.05556	.04767
2.4	18	4.94444	.2357	.05556	.04767
2.5	18	4.88889	.4714	.22222	.09642
2.6	18	4.88889	.32338	.10458	.06615
2.7	18	4.88889	.32338	.10458	.06615
3	14	1.14286	.36314	.13187	.31774

Want more training in this area: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
1	12	4.916667	.2886752
MISS	4	5	0
2	2	4.5	.7071068
TOTAL	18	4.888889	.3233809

PROJECT EDGE GUEST SPEAKER: G. Vidal
Pariticpant Evaluation Results
1991 Summer Institute

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	19	4.36842	.76089	.57895	.17418
1.2	19	4.36842	.76089	.57895	.17418
1.3	19	4.57895	.60698	.36842	.13256
1.4	17	4.05882	.89935	.80882	.22158
1.5	19	4.47368	.61178	.37427	.13675
2.1	19	4.36842	.59726	.35673	.13672
2.2	19	4.26316	.65338	.4269	.15326
2.3	19	4.26316	.73349	.53801	.17205
2.4	17	4.17647	.80896	.65441	.19369
2.5	18	4.61111	.60769	.36928	.13179
2.6	19	4.42105	.69248	.47953	.15663
2.7	19	4.21053	.71328	.50877	.1694
3	13	1.38462	.50637	.25641	.36571

Want more training in this area: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
1	8	4.250001	.8864052
MISS	6	4.333333	.8164965
2	5	4.6	.5477226
TOTAL	19	4.368421	.7608859

1992 SUMMER INSTITUTE
GUEST SPEAKERS

PROJECT EDGE GUEST SPEAKER: C. Callahan
Participant Evaluation Results
1992 Summer Institute

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	38	4.157895	.91611	.83926	.22033
1.2	39	3.641026	.95936	.92038	.26349
1.3	37	3.216216	1.03105	1.06306	.32058
1.4	37	3.567568	.92917	.86336	.26045
1.5	39	3.897436	.85208	.72605	.21863
2.1	39	3.307692	.8631	.74494	.26094
2.2	39	3.538461	.91324	.83401	.25809
2.3	39	3.48718	.85446	.73009	.24503
2.4	39	2.974359	1.06344	1.1309	.35754
2.5	38	3.078947	1.07506	1.15576	.34917
.6	36	3.416667	1.10518	1.22143	.32347
2.7	37	3.189189	1.07595	1.15766	.33737

Want more training in this area: Yes = 1; No = 2

FREQUENCY DISTRIBUTION OF 3

CLASS INTERVAL	FREQ -#-	FREQ -%-
0	0	0
1	12	50
2	12	50
> 3	0	0

PROJECT EDGE GUEST SPEAKER: A. Devries
Participant Evaluation Results
1992 Summer Institute

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	19	4.789474	.41885	.17544	.08745
1.2	19	4.894737	.3153	.09942	.06442
1.3	19	4.842105	.37463	.14035	.07737
1.4	17	4.176471	1.23669	1.52941	.29611
1.5	19	4.947369	.22942	.05263	.04637
2.1	19	4.842105	.37463	.14035	.07737
2.2	19	4.947369	.22942	.05263	.04637
2.3	19	4.736842	.45241	.20468	.09551
2.4	19	4.947369	.22942	.05263	.04637
2.5	19	4.789474	.41885	.17544	.08745
.6	17	4.882353	.33211	.11029	.06802
2.7	17	4.882353	.33211	.11029	.06802
3	15	1	0	0	0

Want more training in this area: Yes = 1; No = 2

FREQUENCY DISTRIBUTION OF 3

CLASS INTERVAL	FREQ -#-	FREQ -%-
0	0	0
1	15	100
2	0	0
> 3	0	0

PROJECT EDGE GUEST SPEAKER: M. Hall
Participant Evaluation Results
1992 Summer Institute

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	18	5	0	0	0
1.2	18	5	0	0	0
1.3	18	5	0	0	0
1.4	18	4.944445	.2357	.05556	.04767
1.5	18	5	0	0	0
2.1	18	5	0	0	0
2.2	18	5	0	0	0
2.3	18	5	0	0	0
2.4	18	5	0	0	0
2.5	18	5	0	0	0
3	15	4.733333	1.0328	1.06667	.2182
2.7	16	5	0	0	0
3	2	1	0	0	0

Want more training is this area: Yes = 1; No = 2

FREQUENCY DISTRIBUTION OF 3

CLASS INTERVAL	FREQ -#-	FREQ -%-
0	0	0
1	2	100
> 2	0	0

PROJECT EDGE GUEST SPEAKER: M. Neihart
Participant Evaluation Results
1992 Summer Institute

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	18	4.388889	.60768	.36928	.13846
1.2	18	4.555555	.51131	.26144	.11224
1.3	18	4.888889	.32338	.10458	.06615
1.4	10	2.7	1.1595	1.34444	.42945
1.5	18	4.888889	.32338	.10458	.06615
2.1	18	4.666667	.48507	.23529	.10394
2.2	18	4.611111	.50163	.25163	.10879
2.3	18	4.388889	.84984	.72222	.19363
2.4	18	4.722222	.57451	.33007	.12166
2.5	18	4.833334	.38348	.14706	.07934
2.6	18	4.5	.70711	.5	.15713
2.7	18	4.722222	.46089	.21242	.0976
3	16	1	0	0	0

Want more training in this area: Yes = 1; No = 2

FREQUENCY DISTRIBUTION OF 3

CLASS INTERVAL	FREQ -#-	FREQ -%-
0	0	0
1	16	100
2	0	0
> 3	0	0

PROJECT EDGE GUEST SPEAKER: K. Rogers
Participant Evaluation Results
1992 Summer Institute

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	38	4.789474	.47408	.22475	.09898
1.2	38	4.921053	.27328	.07468	.05553
1.3	38	4.763158	.75101	.56401	.15767
1.4	35	4.571429	.81478	.66387	.17823
1.5	38	5	0	0	0
2.1	38	4.947369	.22629	.05121	.04574
2.2	38	5	0	0	0
2.3	38	5	0	0	0
2.4	38	4.894737	.38831	.15078	.07933
2.5	38	4.736842	.75995	.57752	.16043
6	37	4.702703	.77692	.6036	.16521
2.7	37	4.891892	.6576	.43243	.13443

Want more training in this area: Yes = 1; No = 2

FREQUENCY DISTRIBUTION OF 3

CLASS INTERVAL	FREQ -#-	FREQ -%-
0	2	6.9
1	26	89.66
> 2	1	3.45

PROJECT EDGE GUEST SPEAKER: D. Siegle
Participant Evaluation Results
1992 Summer Institute

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	17	5	0	0	0
1.2	17	4.764706	.5623	.31618	.11801
1.3	17	4.823529	.52859	.27941	.10959
1.4	17	4.705883	.77174	.59559	.164
1.5	17	4.941176	.24254	.05882	.04908
2.1	17	4.647059	.60634	.36765	.13048
2.2	17	4.764706	.5623	.31618	.11801
2.3	17	4.823529	.39295	.15441	.08147
2.4	17	4.411765	.79521	.63235	.18025
2.5	17	4.705883	.46967	.22059	.0998
6	17	4.235294	.83137	.69118	.1963
2.7	17	4.411765	.71229	.50735	.16145
3	11	1.181818	.40452	.16364	.34229

Want more training in this area: Yes = 1; No = 2

FREQUENCY DISTRIBUTION OF 3

CLASS INTERVAL	FREQ -#-	FREQ -%-
0	0	0
1	9	81.82
2	2	18.18
> 3	0	0

PROJECT EDGE GUEST SPEAKER: K. Sout-Suenram
Participant Evaluation Results
1992 Summer Institute

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	20	4.95	.22361	.05	.04517
1.2	20	4.95	.22361	.05	.04517
1.3	5	4.8	.44721	.2	.09317
1.4	19	4.947369	.22942	.05263	.04637
1.5	20	4.95	.22361	.05	.04517
2.1	20	4.95	.22361	.05	.04517
2.2	20	4.95	.22361	.05	.04517
2.3	19	4.842105	.50146	.25146	.10356
2.4	17	5	0	0	0
2.5	3	5	0	0	0
2.6	12	4.333334	1.23091	1.51515	.28406
2.7	12	4.166667	1.33712	1.78788	.32091
3	3	1.333333	.57735	.33333	.43301

Want more training in this area: Yes = 1; No = 2

FREQUENCY DISTRIBUTION OF 3

CLASS INTERVAL	FREQ -#-	FREQ -%-
0	0	0
1	2	66.67
2	1	33.33
> 3	0	0

EVALUATION OF CHANGES IN PARTICIPANTS (PRE/POST RESULTS)

ASSESSMENT INSTRUMENT
Source: B. Clark, Growing Up Gifted, 3rd. Ed.

NAME:_____
DATE:_____SITE:_____

The questions below allow you a chance to look at your beliefs and understandings regarding gifted children. Before each statement place the number that you feel most closely represents your present position

.

1 - I strongly agree
2 - I agree
3 - I have no opinion
4 - I disagree
5 - I strongly disagree

____ 1. The term *gifted* can mean different things to different people and often causes much confusion and miscommunication.

____ 2. Intelligence can be developed and must be nurtured if giftedness is to occur.

____ 3. We seldom find very highly gifted children or children we could call *geniuses;* therefore, we know comparatively little about them.

____ 4. Thinking of, or speaking of, gifted children as superior people is inaccurate and misleading.

____ 5. As schools are currently organized, it is not always possible for gifted children to receive appropriate educational experiences without special programs.

____ 6. Equal opportunity in education does not mean having the same program for everyone, but rather programs adapted to the specific needs of each child.

____ 7. Gifted children, while interested in many things, usually are not gifted in everything.

____ 8. Difficulty conforming to group tasks is often the result of the unusually varied interests and curiosity of a gifted child.

____ 9. Because gifted children have the ability to think in diverse ways, teachers often see them as challenging their authority, disrespectful, and disruptive.

____ 10. Some gifted children have been found to use their high level of verbal skill to avoid difficult thinking tasks.

____ 11. The demand for products or meeting of deadlines can inhibit the development of a gifted child's ability to integrate new ideas.

____ 12. Work that is too easy or boring frustrates a gifted child just as work that is too difficult frustrates an average learner.

____ 13. Most gifted children in our present school system are underachievers.

____ 14. Commonly used sequences of learning are often inappropriate and can be damaging to gifted learners.

____ 15. Gifted children, often very critical of themselves, tend to hold lower than average self-concepts.

____ 16. Gifted children often expect others to live up to standards they have set for themselves, with resulting problems in interpersonal relations.

____ 17. Gifted children are more challenged and more motivated when they work with students at their level of ability.

____ 18. Some gifted children may perform poorly or even fail subjects in which they are bored or unmotivated.

____ 19. The ability of gifted learners to generalize, synthesize, solve problems, and engage in abstract thinking most commonly differentiates gifted from average learners. Therefore, programs for gifted children should stress utilization of these abilities.

____ 20. The persistent goal-directed behavior of gifted children can result in others perceiving them as stubborn, willful, and uncooperative.

____ 21. If not challenged, gifted children can waste their ability and become mediocre, average learners.

____ 22. Gifted children often express their idealism and sense of justice at a very early age.

____ 23. Not all gifted children show creativity, leadership, or physical expertise.

____ 24. People who work with, study, and try to understand gifted children have more success educating the gifted than those who have limited contact and have not educated themselves as to the unique needs of these children.

____ 25. I would be pleased to be considered gifted, and I enjoy people who are.

HOW DO YOU RATE YOURSELF?

NAME:_____ DATE:_____

As a teacher serving gifted/talented students in a regular school setting, how do you rate yourself in the following areas? To determine your rating, consider one or two gifted/talented students you have taught and then consider how you worked with each on the continuum from 1 to 5. Circle the appropriate number on the scale.

1. ALLOCATION OF RESPONSIBILITY FOR LEARNING

ALWAYS uses teacher initiated activities				ALWAYS encourages student initiated activities
1	2	3	4	5

2. DEPTH OF TEACHER SUGGESTED ACTIVITIES

ALWAYS accepts student ideas and interests at face value				ALWAYS allows for flexibility in students pursuit of interests
1	2	3	4	5

3. GENERAL ORGANIZATION SCHEMA

ALWAYS develops student activities independent of other curricular areas				ALWAYS develops student activities using a curricular framework
1	2	3	4	5

4. PROGRAMMING OF ACADEMIC SUBJECTS

ALWAYS adheres to the grade level subject area guidelines				ALWAYS uses alternatives such as mastery learning, compacting, advanced placement or acceleration
1	2	3	4	5

5. PERCEPTION OF THE LEARNING ENVIRONMENT

ALWAYS focuses upon resources available within the school				ALWAYS focuses upon school and community resources
1	2	3	4	5

6. TYPE OF SUGGESTED ACTIVITIES

ALWAYS more general and broad based				ALWAYS more specific and extends a student's interest
1	2	3	4	5

7. CONSIDERATION GIVEN TO STUDENT'S EXPRESSED INTERESTS

ALWAYS matches a student's interests with concepts of regular school program				ALWAYS uses student's interests as base for learning experience and will extend beyond regular school program
1	2	3	4	5

8. PROGRAMMING OF NON-ACADEMIC INTERESTS

ALWAYS applies non-academic areas of interests to academic topics				ALWAYS ties non-academic topics into academic topics as well as encourages the investigation of such interests be pursued as independent studies
1	2	3	4	5

PROJECT EDGE
Analysis of Participants and Pre/Post Data

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
Degree	40	1.5	.84732	.71795	.56488
Yr.Bey	40	3.4	3.16876	10.04103	.93199
TE:Tot	40	13.075	5.79296	33.55833	.44306
ST:G/T	40	5.625	8.48131	71.9327	1.50779
ST:WGT	40	6.025	5.07628	25.76859	.84254
Pre-BU	40	44.675	9.74124	94.89168	.21805
PostBU	40	38.325	9.29402	86.37884	.24251
PreTea	40	27.475	3.65841	13.38398	.13315
PostTe	40	30.775	4.16633	17.35833	.13538

DESCRIPTIVE ESTIMATES FOR... PreTea

SAMPLE SIZE:	40	MINIMUM:	19
NUMBER MISSING:	0	MAXIMUM:	34
SUM:	1099	RANGE:	15
SUM OF SQUARES:	30717	SEMI-INNER QT. RANGE:	2.5
MEAN:	27.475	MEDIAN:	28.5
LOWER 99% C.I.:	25.89943	5TH PERCENTILE:	20
LOWER 95% C.I.:	26.3007	10TH PERCENTILE:	22
UPPER 95% C.I.:	28.6493	25TH PERCENTILE:	25
UPPER 99% C.I.:	29.05057	75TH PERCENTILE:	30
ADJ. SUM SQUARES:	521.9746	90TH PERCENTILE:	32
HARMONIC MEAN:	26.94932	95TH PERCENTILE:	33
VARIANCE:	13.38398	STANDARD ERROR:	.57845
STANDARD DEVIATION:	3.65841	T-VALUE (MEAN=0):	47.49798
COEF. OF VARIATION:	.13315	MEAN ABS. DEV:	3.00125
SKEWNESS:	-.56727	KURTOSIS:	-.24776

DESCRIPTIVE ESTIMATES FOR... PostTe

SAMPLE SIZE:	40	MINIMUM:	23
NUMBER MISSING:	0	MAXIMUM:	40
SUM:	1231	RANGE:	17
SUM OF SQUARES:	38561	SEMI-INNER QT. RANGE:	3
MEAN:	30.775	MEDIAN:	31.5
LOWER 99% C.I.:	28.98068	5TH PERCENTILE:	24
LOWER 95% C.I.:	29.43766	10TH PERCENTILE:	25
UPPER 95% C.I.:	32.11234	25TH PERCENTILE:	27
UPPER 99% C.I.:	32.56932	75TH PERCENTILE:	33
ADJ. SUM SQUARES:	676.9766	90TH PERCENTILE:	36
HARMONIC MEAN:	30.22622	95TH PERCENTILE:	39
VARIANCE:	17.35833	STANDARD ERROR:	.65876
STANDARD DEVIATION:	4.16633	T-VALUE (MEAN=0):	46.71691
COEF. OF VARIATION:	.13538	MEAN ABS. DEV:	3.3975
SKEWNESS:	.20766	KURTOSIS:	-.45674

PROJECT EDGE
DESCRIPTIVE STATISTICS
PRE/POST ASSESSMENT DATA

DESCRIPTIVE ESTIMATES FOR... Pre-BU

SAMPLE SIZE:	40	MINIMUM:	29
NUMBER MISSING:	0	MAXIMUM:	69
SUM:	1787	RANGE:	40
SUM OF SQUARES:	83535	SEMI-INNER QT. RANGE:	6.5
MEAN:	44.675	MEDIAN:	44
LOWER 99% C.I.:	40.47974	5TH PERCENTILE:	31
LOWER 95% C.I.:	41.54819	10TH PERCENTILE:	31
UPPER 95% C.I.:	47.80181	25TH PERCENTILE:	38
UPPER 99% C.I.:	48.87026	75TH PERCENTILE:	51
ADJ. SUM SQUARES:	3700.773	90TH PERCENTILE:	58
HARMONIC MEAN:	42.68222	95TH PERCENTILE:	64
VARIANCE:	94.89168	STANDARD ERROR:	1.54022
STANDARD DEVIATION:	9.74124	T-VALUE (MEAN=0):	29.00551
COEF. OF VARIATION:	.21805	MEAN ABS. DEV:	7.65875
SKEWNESS:	.50394	KURTOSIS:	-.14568

DESCRIPTIVE ESTIMATES FOR... PostBU

SAMPLE SIZE:	40	MINIMUM:	25
NUMBER MISSING:	0	MAXIMUM:	59
SUM:	1533	RANGE:	34
SUM OF SQUARES:	62121	SEMI-INNER QT. RANGE:	7.5
MEAN:	38.325	MEDIAN:	38
LOWER 99% C.I.:	34.32234	5TH PERCENTILE:	25
LOWER 95% C.I.:	35.34174	10TH PERCENTILE:	26
UPPER 95% C.I.:	41.30826	25TH PERCENTILE:	29
UPPER 99% C.I.:	42.32767	75TH PERCENTILE:	44
ADJ. SUM SQUARES:	3368.773	90TH PERCENTILE:	53
HARMONIC MEAN:	36.16822	95TH PERCENTILE:	58
VARIANCE:	86.37884	STANDARD ERROR:	1.46951
STANDARD DEVIATION:	9.29402	T-VALUE (MEAN=0):	26.08006
COEF. OF VARIATION:	.24251	MEAN ABS. DEV:	7.42375
SKEWNESS:	.37732	KURTOSIS:	-.48081

PROJECT EDGE
ANALYSIS OF DATA FOR VARIABLES

--RANGE STATISTICS--

V/S	SIZE	MEDIAN	MINIMUM	MAXIMUM	RANGE
Degree	40	1	1	3	2
Yr.Bey	40	2	0	10	10
TE:Tot	40	13.5	3	24	21
ST:G/T	40	4	0	46	46
ST:WGT	40	5	0	23	23
Pre-BU	40	44	29	69	40
PostBU	40	38	25	59	34
PreTea	40	28.5	19	34	15
PostTe	40	31.5	23	40	17

PROJECT EDGE
BREAKDOWN BY EAST/WEST TRAINING SITES
PRE/POST ASSESSMENT DATA: Beliefs and Understanding/Teaching

BREAKDOWN OF 'Pre-BU'

E/W GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
1	20	43.2	9.12256	83.22104	.21117
2	20	46.15	10.34294	106.9763	.22412
TOTAL	40	44.675	9.74124	94.89168	.21805

BREAKDOWN OF 'PostBU'

E/W GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
1	20	38	8.11107	65.78947	.21345
2	20	38.65	10.54951	111.2921	.27295
TOTAL	40	38.325	9.29402	86.37884	.24251

BREAKDOWN OF 'PreTea'

E/W GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
1	20	26.85	4.22119	17.81842	.15721
2	20	28.1	2.9718	8.83158	.10576
TOTAL	40	27.475	3.65841	13.38398	.13315

BREAKDOWN OF 'PostTe'

E/W GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
1	20	31.2	4.47919	20.06315	.14356
2	20	30.35	3.89703	15.18684	.1284
TOTAL	40	30.775	4.16633	17.35833	.13538

PROJECT EDGE
T-test on Changes in Beliefs and Understandings of Gifted Students

-PAIRWISE COMPARISONS-

	7 Pre-BU	8 PostBU
Pre-BU	0	3.4664**
PostBU	3.4664**	0

** p<.01 * p<.05

PROJECT EDGE
T-test on Changes in Key Elements of Teaching Gifted Students

-PAIRWISE COMPARISONS-

	9 PreTea	10 PostTe
PreTea	0	-4.4487**
PostTe	-4.4487**	0

** p<.01 * p<.05

PROJECT EDGE
ANALYSIS OF PRE/POST ASSESSMENT DATA OF PARTICIPANTS

--FRIEDMAN TWO-WAY ANOVA BY RANKS--

SAMP#	NAME	RANK SUM	MEAN RANKS	MEDIAN
7	Pre-BU	140	3.5	44
8	PostBU	111.5	2.7875	38
9	PreTea	59	1.475	28.5
10	PostTe	89.5	2.2375	31.5

CASES: 40

CHI-SQUARE: 52.8525

DF: 3

PROB: <.0001

EPSILON SQUARED: .2991

PROJECT EDGE
ANALYSIS OF TRAINING AND TEACHING OF GIFTED STUDENTS

WITHIN SAMPLE DESCRIPTIVE STATISTICS

MEAN X 1 = 5.625
MEAN Y 1 = 27.475
SS OF X 1 = 2805.375
SS OF Y 1 = 521.975
CP OF XY 1 = 339.125

MEAN X 2 = 5.625
MEAN Y 2 = 30.775
SS OF X 2 = 2805.375
SS OF Y 2 = 676.975
CP OF XY 2 = 272.625

UNADJUSTED SUMS OF SQUARES

	SUMX*X	SUMY*Y	SUMX*Y
BETWEEN	7.276E-11	217.7999	1.45519E-10
WITHIN	5610.75	1198.95	611.75
TOTAL	5610.75	1416.75	611.7498

HOMOGENEITY OF REGRESSION COEFFICIENTS

F-TEST FOR DIFFERENCES BETWEEN
GROUP REGRESSION COEFFICIENTS
F-VALUE: .05294
WITH 1 AND 76 DEGREES OF FREEDOM
PROB: .8186

IF ABOVE F-RATIO IS SIGNIFICANT
IGNORE ANALYSIS OF COVARIANCE RESULTS.

ANCOVA STATISTICS

UNADJUSTED MEAN Y 1 = 27.475
UNADJUSTED MEAN Y 2 = 30.775

ADJUSTED MEAN Y 1 = 27.475
ADJUSTED MEAN Y 2 = 30.775

--ANCOVA SUMMARY TABLE--

SOURCE	SUM SQRES	DF	MEAN SQRES	F-RATIO	PROB
BETWEEN	217.8003	1	217.8003	14.81177	.0002
ERROR	1132.25	77	14.70454		
COVARIATE	66.70008	1			
TOTAL	1416.75	79			

PROJECT EDGE

FACTOR ANALYSIS: Degree/Years of Training Beyond Degree/ Years of Teaching Experience/Special Training/Assessment Instruments

--CORRELATION MATRIX--

	2 Degree	3 Yr.Bey	4 TE:Tot	5 ST:G/T
Degree	1	.1337	.19589	.00178
Yr.Bey	.1337	1	.27769	.55432**
TE:Tot	.19589	.27769	1	-.04064
ST:G/T	.00178	.55432**	-.04064	1
ST:WGT	.06856	.2034	.07405	.22177
Pre-BU	-.22833	.04502	.01226	-.12659
PostBU	-.04721	.20095	.19051	.03899
PreTea	.11167	.26409	-.07674	.28025
PostTe	.19974	.07303	.10377	.19783

** p<.01 * p<.05

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	6 ST:WGT	7 Pre-BU	8 PostBU	9 PreTea
Degree	.06856	-.22833	-.04721	.11167
Yr.Bey	.2034	.04502	.20095	.26409
TE:Tot	.07405	.01226	.19051	-.07674
ST:G/T	.22177	-.12659	.03899	.28025
ST:WGT	1	-.02628	.08515	.23406
Pre-BU	-.02628	1	.25977	-.12651
PostBU	.08515	.25977	1	-.15473
PreTea	.23406	-.12651	-.15473	1
PostTe	.10939	-.2533	-.48146**	.28644

** p<.01 * p<.05

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	10 PostTe
Degree	.19974
Yr.Bey	.07303
TE:Tot	.10377
ST:G/T	.19783
ST:WGT	.10939
Pre-BU	-.2533
PostBU	-.48146**
PreTea	.28644
PostTe	1

** p<.01 * p<.05

OBJECTIVE #3

OBJECTIVE #3: Evaluation of local inservice workshops

- Summary of trainings provided by each trainer according to number of presentations and number of grade level teachers participating
- Summary of trainings offered to school district personnel in each county
- Summary of overall effectiveness of workshops presented by each trainer
- Correlation of workshop evaluation items

SUMMARY OF TRAININGS PROVIDED BY EACH TRAINER

PROJECT EDGE TRAINERS SUMMARY - YEARS 1 & 2

NAME	NO. OF TRAIN-INGS	NO. TRAIN-ED	GRADE LEVELS TAUGHT BY TEACHERS TRAINED									*NO. OF STUDENT CONTACTS
			GR.K	GR.1	GR.2	GR.3	GR.4	GR.5	GR.6	GR.7	GR.8	
Anderson, J.	5	117	22	29	30	29	28	22	20	27	26	3962
Bowen, M.	5	170	10	11	11	11	4	11	12	14	14	1924
Capp, T.	3	32	8	10	8	7	9	8	9	8	8	499
Douglass, E.	10	92	4	2	6	6	5	6	4	5	5	116
Eby, N.	2	32	5	8	8	8	8	8	7	11	11	692
Edwards, L.	5	142	19	36	36	33	27	30	29	3	3	3819
Flentie, S.	7	141	22	32	32	25	24	22	21	17	22	7927
Harris, S.	3	39	0	0	0	0	0	0	0	0	0	0
Karge, E.	8	134	30	38	38	40	31	28	23	27	29	3760
Lenhart, B.	5	127	18	27	27	23	24	23	30	28	26	5670
Lowthian, P.	2	55	0	0	0	0	0	0	0	0	0	0
Marsden, B.	5	88	11	15	19	22	20	23	21	4	3	2967
McGrath, D.	2	17	3	5	6	5	5	5	5	0	0	671
Peterson, S.	7	144	20	22	23	34	39	37	39	28	28	5433
Richardson, G.	5	67	6	8	11	9	10	11	9	9	9	164
Rizwani-Nisley, A.	5	57	13	16	7	16	19	19	21	18	18	964
Shaide, K.	5	151	19	19	30	21	27	25	25	16	17	3068
Shipley, J.	5	53	10	11	9	15	13	13	19	15	15	3098
Swindler, J.	2	43	7	7	7	7	7	8	8	11	12	1727
Taylor, V.	5	109	18	21	20	24	34	30	41	31	29	4396
Sub-Total (1)	98	1810	245	317	328	335	334	329	343	272	275	50859
Brown, J.	6	136	15	22	28	24	34	41	35	30	34	4926
Carlstrom, R.	5	83	15	16	16	18	20	21	14	13	11	2527
Davey, R.	4	82	3	4	6	8	14	12	11	11	10	2650
Durham, L.	2	20	4	3	4	4	4	5	6	7	7	267
Engelter, V.	2	25	1	0	1	1	1	1	0	0	0	0
Flanagan, W.	0	0	0	0	0	0	0	0	0	0	0	0
Knight, S.	2	17	5	6	6	4	3	6	7	8	8	2028
Lamar, S.	8	158	21	20	31	30	33	32	36	35	34	5904
McGee, B.	3	72	2	5	3	7	10	16	10	12	13	4959
Parson, K.	4	25	0	0	0	0	0	0	0	0	0	0
Pierce, K.	5	49	1	3	4	5	5	5	4	2	2	548
Stout-Suenram, K.	3	43	6	11	10	13	8	11	17	11	11	3633
Strothman, M.	7	88	0	1	2	3	4	4	2	0	0	190
Swoboda, S.	4	57	14	15	15	17	19	20	13	12	10	2418
Turcott, K.	3	67	11	18	20	15	18	26	21	15	14	784
Walker, D.	3	15	12	11	11	11	11	12	17	15	17	1446
Whillhite, M.	2	35	1	2	0	1	2	6	4	4	5	1575
Williams, R.	5	69	6	7	8	8	12	19	16	16	15	3194
Woody, C.	6	144	10	10	10	10	10	10	13	12	12	611
Youngblood, S.	2	26	1	5	4	6	5	5	10	3	3	1605
Sub-Total (2)	76	1211	128	159	179	187	213	252	236	206	206	39265
Grand Total	172	3021	373	476	507	522	547	581	579	478	481	90124

*NO. OF STUDENT CONTACTS-Total # of students each teacher teaches; duplicative count

PROJECT EDGE TRAINERS SUMMARY - YEAR 1

NAME	NO. OF TRAIN-INGS	NO. TRAIN-ED	GRADE LEVELS TAUGHT BY TEACHERS TRAINED									*NO. OF STUDENT CONTACTS
			GR.K	GR.1	GR.2	GR.3	GR.4	GR.5	GR.6	GR.7	GR.8	
Anderson, J.	2	19	6	6	6	6	6	6	6	10	10	1321
Bowen, M.	3	84	10	11	11	11	11	11	12	14	14	1924
Capp, T.	3	32	8	10	8	7	9	8	9	8	8	499
Douglass, E.	5	53	1	2	2	2	1	2	1	2	2	0
Eby, N.	2	32	5	8	8	8	8	8	7	11	11	692
Edwards, L.	2	32	2	9	10	7	8	9	11	1	1	841
Flentie, S.	2	12	2	4	4	2	4	3	3	1	1	465
Harris, S.	2	16	0	0	0	0	0	0	0	0	0	0
Karge, E.	2	35	8	11	10	10	14	12	12	9	10	698
Lenhart, B.	2	38	5	7	9	8	9	6	8	3	3	1412
Lowthian, P.	1	33	0	0	0	0	0	0	0	0	0	0
Marsden, B.	2	25	1	0	0	2	1	1	3	3	3	458
McGrath, D.	2	17	3	5	6	5	5	5	5	0	0	671
Peterson, S.	2	43	5	7	8	12	17	12	17	7	5	2131
Richardson, G.	2	39	0	0	0	0	0	0	0	0	0	0
Rizwani-Nisley, A.	3	20	7	8	7	8	10	11	10	10	10	125
Shalde, K.	5	151	19	19	20	21	27	25	25	16	17	3068
Shipley, J.	2	27	1	1	2	5	3	3	10	4	4	1751
Swindler, J.	1	12	0	0	0	0	0	0	0	0	0	0
Taylor, V.	2	68	12	16	16	19	27	20	28	18	16	3036
Sub-Total (1)	47	788	95	124	127	133	160	142	167	117	115	19092
Brown, J.	2	53	6	8	7	18	13	21	14	9	11	2000
Carlstrom, R.	3	42	4	3	4	4	6	5	1	1	1	448
Davey, R.	2	31	0	0	0	0	0	0	0	0	0	0
Durham, L.	2	20	4	3	4	4	4	5	6	7	7	267
Engelter, V.	2	25	1	0	1	1	1	1	0	0	0	0
Flanagan, W.	0	0	0	0	0	0	0	0	0	0	0	0
Knight, S.	2	17	5	6	6	4	3	6	7	8	8	2028
Lamar, S.	3	51	5	5	5	9	9	8	12	12	13	1362
McGee, B.	2	51	0	1	1	0	4	12	8	10	12	3960
Parson, K.	3	18	0	0	0	0	0	0	0	0	0	0
Pierce, K.	2	19	1	3	4	5	5	5	4	2	2	548
Stout-Suenram, K.	3	43	6	11	10	13	8	11	17	11	11	3633
Strothman, M.	2	8	0	1	2	3	4	4	2	0	0	190
Swoboda, S.	2	16	3	2	3	3	5	4	0	0	0	339
Turcott, K.	2	43	10	14	15	11	14	20	18	15	14	412
Walker, D.	2	7	0	0	0	0	0	0	5	3	5	539
Whillhite, M.	2	35	1	2	0	1	2	6	4	4	5	1575
Williams, R.	2	20	4	3	4	4	4	5	6	7	7	267
Woody, C.	3	41	10	10	10	10	10	10	13	12	12	611
Youngblood, S.	2	26	1	5	4	8	5	5	10	3	3	1605
Sub-Total (2)	43	566	61	77	80	98	97	128	127	104	111	19784
Grand Total	90	1354	156	201	207	231	257	270	294	221	226	38876

*NO. OF STUDENT CONTACTS = Total # of students each teacher teaches; duplicative count

PROJECT EDGE TRAINERS SUMMARY - YEAR 2

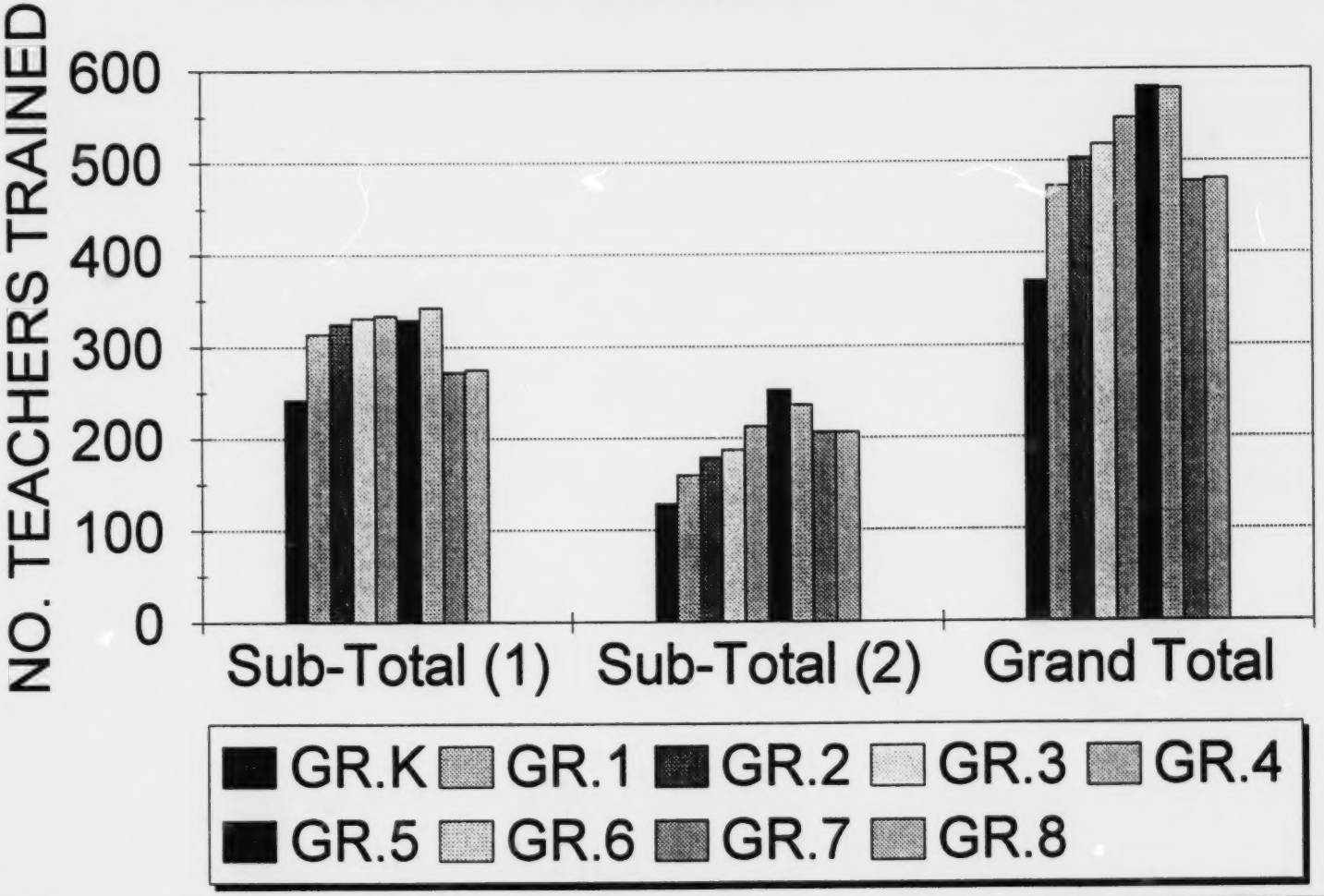
NAME	NO. OF TRAIN-INGS	NO. TRAIN-ED	GRADE LEVELS TAUGHT BY TEACHERS TRAINED									*NO. OF STUDENT CONTACTS
			GR.K	GR.1	GR.2	GR.3	GR.4	GR.5	GR.6	GR.7	GR.8	
Anderson, J.	3	98	16	23	24	23	22	16	14	17	16	2641
Bowen, M.	2	86	0	0	0	0	0	0	0	0	0	0
Capp, T.	0	0	0	0	0	0	0	0	0	0	0	0
Douglass, E.	5	39	3	4	4	4	4	4	3	3	3	116
Eby, N.	0	0	0	0	0	0	0	0	0	0	0	0
Edwards, L.	3	110	17	27	26	26	19	21	18	2	2	2978
Flentie, S.	5	129	20	28	28	23	20	19	18	16	21	7462
Harris, S.	1	23	0	0	0	0	0	0	0	0	0	0
Karge, E.	6	99	22	27	28	30	17	16	11	18	19	3062
Lenhart, B.	3	89	13	20	18	15	15	17	22	25	23	4258
Lowthian, P.	1	22	0	0	0	0	0	0	0	0	0	0
Marsden, B.	3	63	10	15	19	20	19	22	18	1	0	2509
McGrath, D.	0	0	0	0	0	0	0	0	0	0	0	0
Peterson, S.	5	101	15	15	15	22	22	25	22	21	23	3302
Richardson, G.	3	28	6	8	8	9	10	11	9	9	9	164
Rizwani-Nisley, A.	2	37	6	8	11	8	9	8	11	8	8	839
Shalde, K.	0	0	0	0	0	0	0	0	0	0	0	0
Shipley, J.	3	26	9	10	10	10	10	10	9	11	11	1347
Swindler, J.	1	31	7	7	7	7	7	8	8	11	12	1727
Taylor, V.	3	41	6	5	4	5	7	10	13	13	13	1362
Sub-Total (1)	49	1022	150	197	202	202	181	187	176	155	160	31767
Brown, J.	4	83	9	14	21	16	21	20	21	21	23	2926
Carlstrom, R.	2	41	11	13	12	14	14	16	13	12	10	2079
Davey, R.	2	51	3	4	6	8	14	12	11	11	10	2650
Durham, L.	0	0	0	0	0	0	0	0	0	0	0	0
Engelter, V.	0	0	0	0	0	0	0	0	0	0	0	0
Flanagan, W.	0	0	0	0	0	0	0	0	0	0	0	0
Knight, S.	0	0	0	0	0	0	0	0	0	0	0	0
Lamar, S.	5	107	16	15	26	21	24	24	24	23	21	4542
McGee, B.	1	21	2	4	2	7	6	4	2	2	1	999
Parson, K.	1	7	0	0	0	0	0	0	0	0	0	0
Pierce, K.	3	30	0	0	0	0	0	0	0	0	0	0
Stout-Suenram, K.	0	0	0	0	0	0	0	0	0	0	0	0
Strothman, M.	5	80	0	0	0	0	0	0	0	0	0	0
Swoboda, S.	2	41	11	13	12	14	14	16	13	12	10	2079
Turcott, K.	1	24	1	4	5	4	4	6	3	0	0	372
Walker, D.	1	8	12	11	11	11	11	12	12	12	12	907
Whillhite, M.	0	0	0	0	0	0	0	0	0	0	0	0
Williams, R.	3	49	2	4	4	4	8	14	10	9	8	2927
Woody, C.	3	0	0	0	0	0	0	0	0	0	0	0
Youngblood, S.	0	0	0	0	0	0	0	0	0	0	0	0
Sub-Total (2)	33	542	67	82	99	99	116	124	109	102	95	19481
Grand Total	82	1564	217	279	301	301	297	311	285	257	255	51248

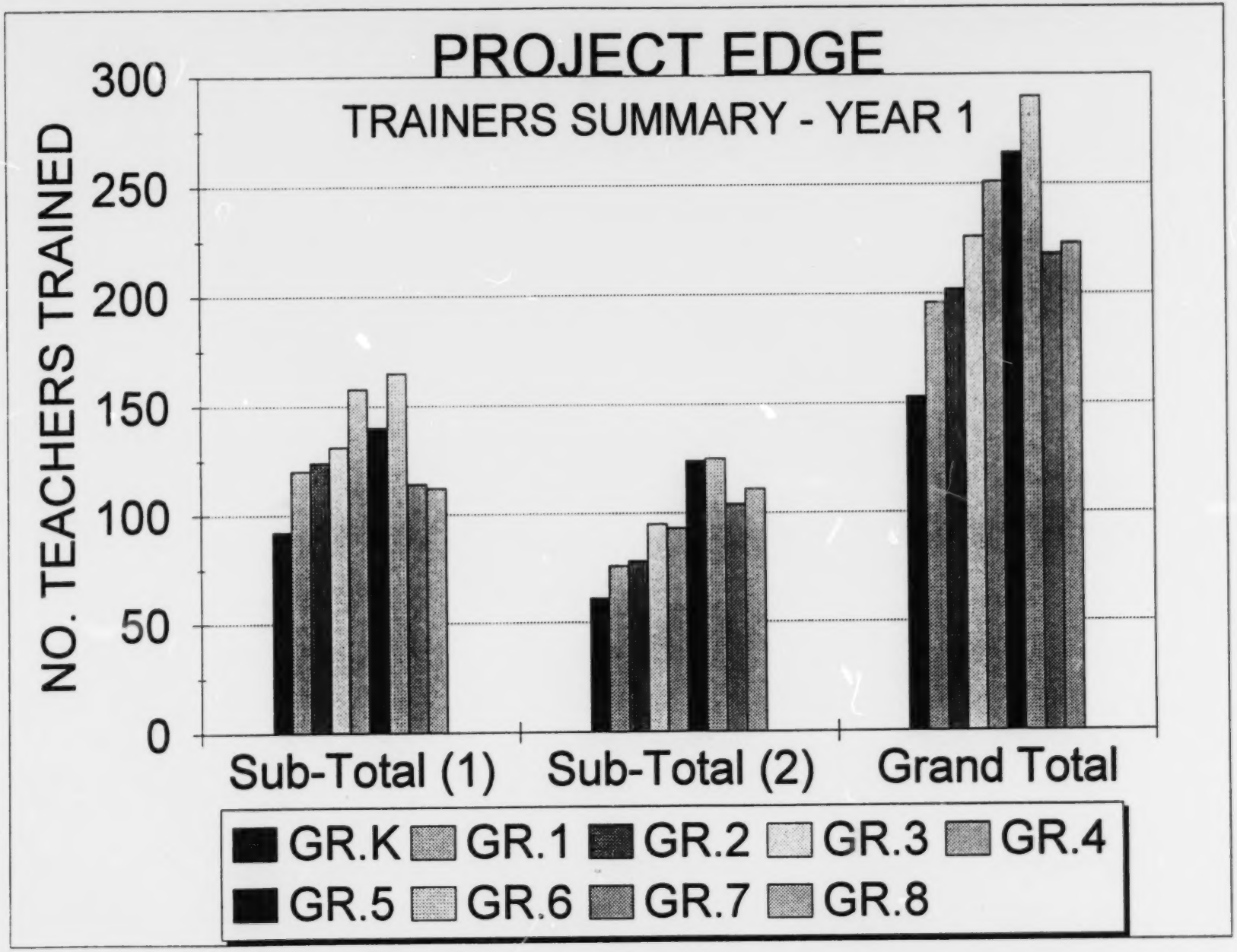
*NO. OF STUDENT CONTACTS-Total # of students each teacher teaches; duplicative count

BEST COPY AVAILABLE

PROJECT EDGE

TRAINERS SUMMARY - FINAL




PROJECT EDGE
TRAINERS SUMMARY - YEAR 1
NO. TEACHERS TRAINED
300
250
200
150
100
50
0
Sub-Total (1)
Sub-Total (2)
Grand Total
GR.K
GR.1
GR.2
GR.3
GR.4
GR.5
GR.6
GR.7
GR.8

SUMMARY OF TRAINING OF SCHOOL DISTRICTS BY COUNTY

PROJECT EDGE - YEAR S 1 & 2
School District Training Summary By County

NO. OF COUNTY	SCHOOL DISTRICT	NO. OF STUDENTS	NO. OF TEACHERS	NO. TRAINED	PERCENT TRAINED
1	Dillon Elementary	1,029	50	7	14.0%
1	Grant Elementary	26	2	1	50.0%
1	Lima School	76	6	1	16.7%
1	Polaris Elementary	11	1	1	100.0%
1	Wisdom Elementary	50	4	1	25.0%
1	Wise River Elementary	30	2	1	50.0%
1	Jackson Elementary	28	2	1	50.0%
2	Lodge Grass Elem.	393	40	2	5.0%
2	Pryor Elementary	58	8	1	12.5%
2	Hardin Elementary	919	78	6	7.7%
3	Harlem Elementary	418	39	1	2.6%
4	Townsend Elementary	522	27	4	14.8%
5	Red Lodge Elementary	385	26	4	15.4%
5	Bridger Elementary	170	14	1	7.1%
6	Albion School	7	1	1	100.0%
6	Ekalaka School	87	10	2	20.0%
7	Belt Elementary	239	14	14	100.0%
7	Cascade Elementary	208	13	3	23.1%
7	Great Falls Elementary	9,200	477	15	3.1%
7	Vaughn Elementary	182	14	4	28.6%
7	Centerville Elementary	244	18	18	100.0%
7	Sun River Elementary	284	24	4	16.7%
7	Ulm Elementary	98	12	4	33.3%
8	Big Sandy Elementary	187	15	7	46.7%
8	Highwood School	94	11	2	18.2%
9	Miles City Elementary	1,338	84	12	14.3%
10	Peerless Elementary	45	7	7	100.0%
10	Scobey Elementary	225	20	20	100.0%
10	Flaxville Elementary	40	4	1	25.0%
11	Richey Elementary	79	9	4	44.4%
11	Glendive Elementary	1,208	80	27	33.8%
11	Lindsay School	21	2	1	50.0%
13	Baker Elementary	362	32	7	21.9%
13	Plevna Elementary	93	11	4	36.4%
14	Denton Elementary	127	14	4	28.6%
14	Lewistown Elementary	1,142	64	64	100.0%
14	Roy School	47	8	2	25.0%
15	Big Fork Elementary	555	23	1	4.3%
15	Evergreen Elementary	555	28	4	14.3%
15	Columbia Falls Elem.	1,651	87	2	2.3%
15	Mountain Brook Elem.	40	4	1	25.0%
15	Whitefish Elementary	1,216	62	6	9.7%
15	Smith Valley Elem.	138	12	3	25.0%
15	Creston Elementary	59	5	1	20.0%
15	Cayuse Prairie Elem.	226	13	2	15.4%
15	Fair-Mont Eagan Elem.	140	11	1	9.1%
15	Deer Park Elementary	103	8	1	12.5%
15	Helena Flats Elem.	198	12	3	25.0%
15	Kalispell Elem. & J.H.	2,437	175	5	2.9%
15	Kila Elementary	92	7	2	28.6%
15	Olney-Bissell Elem.	95	8	2	25.0%

15	Marion Elementary	108	9	1	11.1%
15	Somers Elementary	369	20	6	30.0%
15	Swan River School	121	10	1	10.0%
15	West Glacier School	64	14	2	14.3%
16	Gallatin Gateway Elem.	136	10	1	10.0%
16	Bozeman Elementary	2,586	124	8	6.5%
16	Belgrade Elementary	1,234	64	64	100.0%
16	Willow Creek School	27	5	1	20.0%
17	Jordan Elementary	155	17	3	17.6%
18	Browning Elementary	1,480	108	16	14.8%
18	Cut Bank Elementary	759	45	2	4.4%
18	East Glacier School	63	5	1	20.0%
20	Philipsburg Elementary	210	14	6	42.9%
20	Drummond Elementary	133	10	3	30.0%
20	Hall Elementary	33	2	2	100.0%
21	Havre Elementary	1,891	97	9	9.3%
21	Kremlin-Gildford	85	14	1	7.1%
22	Clancy School	360	22	1	4.5%
22	Montana City School	178	12	1	8.3%
22	Boulder School	246	17	1	5.9%
22	Whitehall School	384	20	3	15.0%
23	Geyser Elementary	60	8	3	37.5%
24	Arlee School	273	23	2	8.7%
24	Ronan Elementary	1,096	33	4	12.1%
24	Polson Elementary	1,059	53	5	9.4%
25	East Helena Elementary	1,023	60	8	13.3%
25	Helena Elementary	4,845	288	21	7.3%
25	Kessler School	280	17	4	23.5%
26	Chester School	237	18	18	100.0%
26	Joplin-Inverness Elem.	119	12	1	8.3%
27	Libby Elementary	1,530	72	2	2.8%
27	Trego School	75	5	1	20.0%
27	Troy School	486	30	1	3.3%
28	Alder Elementary	31	2	2	100.0%
29	Circle Elementary	236	16	7	43.8%
29	Prairie Elk Elementary	5	1	1	100.0%
29	Southview Elementary	9	1	1	100.0%
30	White Sulpher Spr.Elem.	190	14	7	50.0%
31	St. Regis School	150	12	1	8.3%
32	Bonner School	453	26	1	3.8%
32	Seeley Lake Elem.	204	16	9	56.3%
32	Potomac Elementary	106	10	10	100.0%
32	Clinton Elementary	226	17	17	100.0%
32	Frenchtown Elementary	566	34	3	8.8%
32	Missoula Elementary	9,025	334	55	16.5%
32	Hellgate Elementary	915	49	6	12.2%
32	Lolo Elementary	194	12	6	50.0%
32	Swan Valley Elem.	67	5	5	100.0%
32	Target Range Elem.	398	32	6	18.8%
33	Roundup Elementary	394	22	1	4.5%
34	Gardiner Elementary	176	12	2	16.7%
34	Shields Valley Elem.	195	16	16	100.0%
34	Livingston Elementary	1,063	63	21	33.3%
36	Dodson Elementary	85	8	3	37.5%
36	Malta Elementary	483	31	31	100.0%
36	Saco Elementary	93	10	10	100.0%

37	Valier Elementary	181	37	12	32.4%
37	Conrad Elementary	570	33	18	54.5%
38	Broadus Elementary	196	18	2	11.1%
38	Biddle Elementary	28	3	1	33.3%
38	Belle Creek Elementary	14	3	2	66.7%
38	Billup Elementary	5	1	1	100.0%
39	Avon Elementary	37	3	1	33.3%
39	Deer Lodge Elementary	548	49	4	8.2%
39	Ovando Elementary	24	2	1	50.0%
39	Helmville Elementary	23	2	1	50.0%
39	Gold Creek Elementary	11	2	1	50.0%
40	Terry Elementary	155	23	20	87.0%
41	Hamilton Elementary	806	45	6	13.3%
41	Corvallis Elementary	641	39	34	87.2%
41	Lone Rock School	154	9	2	22.2%
41	Stevensville Elementary	765	38	1	2.6%
41	Victor Elementary	179	13	3	23.1%
42	Sidney Elementary	1,138	69	28	40.6%
42	Fairview Elementary	204	16	16	100.0%
42	Lambert Elementary	82	9	6	66.7%
42	Savage School	131	10	4	40.0%
43	Froid Elementary	77	8	3	37.5%
43	Bainville School	65	7	1	14.3%
43	Poplar Elementary	683	48	18	37.5%
43	Brockton Elementary	90	11	5	45.5%
43	Culbertson Elementary	236	15	10	66.7%
43	Wolf Point Elementary	715	46	42	91.3%
44	Forsyth Elementary	585	38	38	100.0%
44	Lame Deer Elementary	304	23	5	21.7%
44	Rosebud Elementary	79	10	10	100.0%
44	Colstrip Elementary	955	68	12	17.6%
45	Plains Elementary	307	21	15	71.4%
45	Trout Elementary	93	8	1	12.5%
45	Thompson Falls Elem.	398	26	3	11.5%
46	Plentywood Elementary	376	25	14	56.0%
46	Medicine Lake Elem.	171	14	2	14.3%
47	Butte Elementary	3,955	228	18	7.9%
48	Park City Elementary	233	10	10	100.0%
48	Rapelje School	48	7	1	14.3%
49	Big Timber School	326	22	1	4.5%
49	Melville School	29	3	2	66.7%
49	Greycliff School	24	2	2	100.0%
49	McLeod School	7	1	1	100.0%
51	Galata School	18	3	2	66.7%
52	Hysham Elementary	129	12	1	8.3%
53	Fort Peck Elementary	19	2	2	100.0%
53	Nashua Elementary	159	10	10	100.0%
53	Frazer Elementary	114	13	1	7.7%
53	Lustre Elementary	61	6	2	33.3%
53	Glasgow Elementary	563	48	29	60.4%
53	Hinsdale Elementary	67	8	2	25.0%
54	Harlowton Elementary	210	15	3	20.0%
54	Judith Gap School	95	7	5	71.4%
55	Wibaux School	179	7	7	100.0%
56	Billings Elementary	10,807	672	64	9.5%
56	Canyon Creek Elem.	195	14	14	100.0%

56	Custer School	72	5	1	20.0%		
56	Huntley Project Elem.	494	29	1	3.4%		
56	Laurel Elementary	1,342	68	20	29.4%		
56	Lockwood Elementary	1,157	70	5	7.1%		
56	Shepard Elementary	501	26	3	11.5%		
	TOTAL	95,976	5,779	1,267	21.9%	=21,019	Students Impacted

PROJECT EDGE - YEAR 1
School District Training Summary By County

NO. OF COUNTY	SCHOOL DISTRICT	NO. OF STUDENTS	NO. OF TEACHERS	NO. TRAINED	PERCENT TRAINED
1	Dillon Elementary	1,029	50	6	12.0%
1	Grant Elementary	26	2	1	50.0%
1	Wisdom Elementary	50	4	1	25.0%
1	Polaris Elementary	11	1	1	100.0%
1	Wise River Elementary	30	2	1	50.0%
1	Jackson Elementary	28	2	1	50.0%
2	Lodge Grass Elem.	393	40	2	5.0%
2	Pryor Elementary	58	8	1	12.5%
2	Hardin Elementary	919	78	5	6.4%
3	Harlem Elementary	418	39	1	2.6%
5	Red Lodge Elementary	385	26	1	3.8%
5	Bridger Elementary	170	14	1	7.1%
7	Great Falls Elementary	9,200	477	4	0.8%
7	Belt Elementary	239	14	13	92.9%
7	Cascade Elementary	208	13	3	23.1%
7	Vaughn Elementary	182	14	2	14.3%
7	Centerville Elementary	244	18	3	16.7%
7	Sun River Elementary	284	24	3	12.5%
7	Ulm Elementary	98	12	2	16.7%
8	Big Sandy Elementary	187	15	6	40.0%
9	Miles City Elementary	1,338	84	1	1.2%
10	Peerless Elementary	45	7	6	85.7%
10	Scobey Elementary	225	20	1	5.0%
10	Flaxville Elementary	40	4	1	25.0%
11	Richey Elementary	79	9	2	22.2%
11	Glendive Elementary	1,208	80	5	6.3%
13	Baker Elementary	362	32	4	12.5%
13	Plevna Elementary	93	11	1	9.1%
14	Denton Elementary	127	14	1	7.1%
14	Lewistown Elementary	1,142	64	26	40.6%
15	Somers Elementary	369	20	3	15.0%
15	Evergreen Elementary	555	28	3	10.7%
15	Columbia Falls Elem.	1,651	87	2	2.3%
15	Mountain Brook Elem.	40	4	1	25.0%
15	Whitefish Elementary	1,216	62	4	6.5%
15	Smith Valley Elem.	138	12	12	100.0%
15	Creston Elementary	59	5	1	20.0%
15	Cayuse Prairie Elem.	226	13	2	15.4%
15	Fair-Mont Eagan Elem.	140	11	1	9.1%
15	Deer Park Elementary	103	8	1	12.5%
15	Helena Flats Elem.	198	12	3	25.0%
15	Kila Elementary	92	7	1	14.3%
15	Olney-Bissell Elem.	95	8	2	25.0%
15	Marion Elementary	108	9	1	11.1%
16	Gallatin Gateway Elem.	136	10	1	10.0%
16	Bozeman Elementary	2,586	124	6	4.8%
16	Belgrade Elementary	1,234	64	38	59.4%
17	Jordan Elementary	155	17	3	17.6%
18	Browning Elementary	1,480	108	14	13.0%
20	Phillipsburg Elementary	210	14	3	21.4%
20	Drummond Elementary	133	10	2	20.0%

20	Hall Elementary	33	2	2	100.0%
21	Havre Elementary	1,891	97	2	2.1%
23	Geyser Elementary	60	8	3	37.5%
24	Ronan Elementary	1,096	33	2	6.1%
24	Polson Elementary	1,059	53	2	3.8%
25	Helena Elementary	4,845	288	11	3.8%
28	Alder Elementary	31	2	2	100.0%
29	Circle Elementary	236	16	2	12.5%
29	Prairie Elk Elementary	5	1	1	100.0%
29	Southview Elementary	9	1	1	100.0%
30	White Sulpher Spr.Elem.	190	14	3	21.4%
31	St. Regis School	150	11	2	18.2%
32	Swan Valley Elem.	67	5	1	20.0%
32	Seeley Lake Elem.	204	16	1	6.3%
32	Potomac Elementary	106	10	10	100.0%
32	Clinton Elementary	226	17	13	76.5%
32	Frenchtown Elementary	566	34	3	8.8%
32	Missoula Elementary	9,025	334	11	3.3%
32	Hellgate Elementary	915	49	3	6.1%
32	Lolo Elementary	194	12	3	25.0%
32	Target Range Elem.	398	32	5	15.6%
33	Roundup Elementary	394	22	1	4.5%
34	Gardiner Elementary	176	12	2	16.7%
34	Shields Valley Elem.	195	16	16	100.0%
34	Livingston Elementary	1,063	63	16	25.4%
36	Dodson Elementary	85	8	3	37.5%
36	Malta Elementary	483	31	9	29.0%
36	Saco Elementary	93	10	10	100.0%
37	Valier Elementary	181	37	12	32.4%
37	Conrad Elementary	570	33	18	54.5%
38	Broadus Elementary	196	18	2	11.1%
38	Biddle Elementary	28	3	1	33.3%
38	Belle Creek Elementary	14	3	2	66.7%
38	Billup Elementary	5	1	1	100.0%
39	Avon Elementary	37	3	1	33.3%
39	Ovando Elementary	24	2	1	50.0%
39	Helmville Elementary	23	2	1	50.0%
39	Gold Creek Elementary	11	2	1	50.0%
40	Terry Elementary	155	23	20	87.0%
41	Hamilton Elementary	806	45	2	4.4%
41	Corvallis Elementary	641	39	31	79.5%
41	Victor Elementary	179	13	1	7.7%
42	Sidney Elementary	1,138	69	15	21.7%
42	Fairview Elementary	204	16	2	12.5%
42	Lambert Elementary	82	9	3	33.3%
43	Froid Elementary	77	8	1	12.5%
43	Wolf Point Elementary	715	46	14	30.4%
43	Poplar Elementary	683	48	7	14.6%
43	Brockton Elementary	90	11	2	18.2%
43	Culbertson Elementary	236	15	3	20.0%
44	Forsyth Elementary	585	38	1	2.6%
44	Lame Deer Elementary	304	23	1	4.3%
44	Rosebud Elementary	79	10	10	100.0%
44	Colstrip Elementary	955	68	4	5.9%
45	Trout Elementary	93	8	1	12.5%
45	Thompson Falls Elem.	398	26	3	11.5%

School District Training Summary

45	Plains School	307	21	21	100.0%		
45	Plentywood Elementary	376	25	9	36.0%		
46	Medicine Lake Elem.	171	14	3	21.4%		
46	Westby School	72	7	2	28.6%		
46	Hiawatha School	17	3	2	66.7%		
46	Outlook School	58	8	2	25.0%		
47	Butte Elementary	3,955	228	1	0.4%		
48	Park City Elementary	233	10	1	10.0%		
52	Hysham Elementary	129	12	2	16.7%		
53	Fort Peck Elementary	19	2	2	100.0%		
53	Nashua Elementary	159	10	10	100.0%		
53	Frazer Elementary	114	13	1	7.7%		
53	Lustre Elementary	61	6	2	33.3%		
53	Glasgow Elementary	563	48	3	6.3%		
53	Hinsdale Elementary	67	8	1	12.5%		
54	Harlowton Elementary	210	15	2	13.3%		
56	Canyon Creek Elem.	195	14	14	100.0%		
56	Billings Elementary	10,807	672	43	6.4%		
56	Laurel Elementary	1,342	68	19	27.9%		
56	Lockwood Elementary	1,157	70	3	4.3%		
56	Shepard Elementary	501	26	3	11.5%		
	TOTAL	82,559	4,907	657	13.4%	=10,980	Students Impacted

INDIVIDUAL WORKSHOP EVALUATION RESULTS

Nancy Keenan, Superintendent
Office of Public Instruction
State Capitol
Helena, Montana 59620

PROJECT EDGE

WORKSHOP EVALUATIONS

Name:_____ Date:_____

School District:_____ Trainer:_____

I. In general, how would you rate the quality of this workshop?
1 = low and 5 = high

	1	2	3	4	5
1. Information presented					
1.1. Objective(s) was/were clearly stated.	☐	☐	☐	☐	☐
1.2. Information was clearly presented.	☐	☐	☐	☐	☐
1.3. Discussion was informative.	☐	☐	☐	☐	☐
1.4. Technology used enhanced the presentation of ideas. (Overhead projector, VCR, Computer as appropriate)	☐	☐	☐	☐	☐
1.5. Ideas presented related to the needs of our project.	☐	☐	☐	☐	☐

II. For you, how meaningful was this training? 1 = not at all, 2 = very little, 3 = somewhat, 4 = significantly, 5 = very much)

	1	2	3	4	5
1. Overall	☐	☐	☐	☐	☐
2. Usefulness of ideas presented	☐	☐	☐	☐	☐
3. Usefulness of materials shared	☐	☐	☐	☐	☐
4. Usefulness of the strategies modeled by presenter	☐	☐	☐	☐	☐
5. Usefulness of discussions	☐	☐	☐	☐	☐
6. Influenced your thoughts on the needs of G/T students?	☐	☐	☐	☐	☐
7. Influence ways you meet the needs of G/T in your classroom?	☐	☐	☐	☐	☐

III. Are you interested in receiving more training in areas discussed during this workshop? Circle one: Yes or No

COMMENTS:

PROJECT EDGE
WORKSHOP EVALUATIONS

I. In general, how would you rate the quality of this workshop? 1=low and 5=high

(Var.#)			
	1.	Information presented:	
1.1	1.1.	Objective(s) was (were) clearly stated.	1 2 3 4 5
1.2	1.2.	Information was clearly presented.	1 2 3 4 5
1.3	1.3.	Discussion was informative.	1 2 3 4 5
1.4	1.4.	Technology used enhanced the presentation of ideas	1 2 3 4 5
1.5	1.5.	Ideas presented related to the needs of our project.	1 2 3 4 5

II. For you, how meaningful was this training? (1=not at all,2=very little, 3=somewhat, 4=significantly, 5=very much)

2.1	1.	Overall	1 2 3 4 5
2.2	2.	Usefulness of ideas presented	1 2 3 4 5
2.3	3.	Usefulness of materials shared	1 2 3 4 5
2.4	4.	Usefulness of the strategies modeled by presenter	1 2 3 4 5
2.5	5.	Usefulness of discussions	1 2 3 4 5
2.6	6.	Influenced your thoughts on the needs of G/T/ students?	1 2 3 4 5
2.7	7.	Influenced ways you meet the needs of G/T students in your classroom?	1 2 3 4 5

III. Are you interested in receiving more training in areas discussed during this workshop? Circle one: Yes No

3

PROJECT EDGE TECHNICAL ASSISTANCE LOG

	A	B	C	D	E	F
1	DATE	NAME OF CONTACT	SCHOOL DISTRICT	GRADE	REQUEST	ACTION TAKEN
2						
3						
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35						

PROJECT EDGE TRAINER: J. Anderson
Workshop Evaluation Results
Year 1 & Year 2 Results Combined

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	95	4.610526	.58881	.3467	.12771
1.2	96	4.59375	.62539	.39112	.13614
1.3	95	4.463158	.71176	.50661	.15948
1.4	95	4.526316	.71224	.50728	.15735
1.5	95	4.473684	.71224	.50728	.15921
2.1	96	4.4375	.69301	.48026	.15617
2.2	96	4.458334	.66359	.44035	.14884
2.3	96	4.447917	.69388	.48147	.156
2.4	96	4.34375	.79244	.62796	.18243
2.5	96	4.208334	.89345	.79825	.2123
2.6	96	4.229167	.95674	.91535	.22622
2.7	95	4.168421	.9963	.99261	.23901

PROJECT EDGE TRAINER: J. Anderson
Workshop Evaluations
Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	75	4.6	.61512	.37838	.13372
1.2	75	4.533333	.66441	.44144	.14656
1.3	74	4.351351	.74819	.55979	.17194
1.4	74	4.445946	.76107	.57923	.17118
1.5	74	4.364865	.75079	.56368	.17201
2.1	75	4.373334	.73104	.53441	.16716
2.2	75	4.36	.69048	.47676	.15837
2.3	75	4.373334	.71231	.50739	.16288
2.4	75	4.306667	.80494	.64793	.18691
2.5	75	4.08	.92649	.85838	.22708
2.6	74	4.081081	1.00351	1.00703	.24589
2.7	75	4.066667	1.03105	1.06306	.25354

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
MISS	23	2	0	0	0
0	22	0	0	0	0
1	18	2	0	0	0
2	11	2	0	0	0
4	1	2			
TOTAL	75	2	0	0	

PROJECT EDGE TRAINER: K. Bowen
Workshop Results
Year 1 & Year 2 Results Combined

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	152	4.605263	.63201	.39944	.13724
1.2	152	4.598684	.63308	.40079	.13767
1.3	150	4.593333	.7151	.51136	.15568
1.4	151	4.337749	.87854	.77183	.20253
1.5	151	4.556292	.71774	.51514	.15753
2.1	150	4.34	.71259	.50779	.16419
2.2	152	4.335527	.69952	.48933	.16135
2.3	151	4.311258	.74998	.56247	.17396
	152	4.381579	.7541	.56867	.17211
2.5	151	4.225165	.8731	.7623	.20664
2.6	151	4.304636	.79994	.63991	.18583
2.7	145	4.234483	.79943	.63908	.18879

PROJECT EDGE TRAINER: K. Bowen
Workshop Evaluations
Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	88	4.818182	.41648	.17346	.08644
1.2	88	4.795455	.43309	.18757	.09031
1.3	88	4.784091	.44071	.19423	.09212
1.4	87	4.678161	.58058	.33708	.1241
1.5	88	4.693182	.57452	.33007	.12241
2.1	86	4.441861	.6436	.41423	.1449
2.2	88	4.420455	.63827	.40739	.14439
2.3	87	4.390805	.737	.54317	.16785
2.4	88	4.522728	.6605	.43626	.14604
5	88	4.454546	.67652	.45768	.15187
2.6	87	4.367816	.77931	.60732	.17842
2.7	87	4.310345	.78222	.61187	.18148

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
0	43	0	0	0	0
1	32	2	0	0	0
2	13	2	0	0	0
TOTAL	88	2	0	0	

PROJECT EDGE TRAINER: J. Brown
Workshop Evaluation Results
Year 1 & Year 2 Results

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	124	4.5	.8313	.69106	.18473
1.2	124	4.427419	.84751	.71827	.19142
1.3	123	4.276423	.94349	.89018	.22063
1.4	121	4.140496	.96008	.92176	.23188
1.5	122	4.262295	.95176	.90584	.2233
2.1	124	4.129032	.83585	.69866	.20243
2.2	123	4.195122	.80631	.65014	.1922
2.3	121	4.157025	.81658	.6668	.19643
2.4	119	4.084034	.81905	.67084	.20055
2.5	120	4.133333	.89755	.8056	.21715
2.6	123	4.227642	.97353	.94775	.23028
2.7	120	4.15	.91348	.83445	.22012

PROJECT EDGE TRAINER: J. Brown
Workshop Evaluations - Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	77	4.519481	.78824	.62133	.17441
1.2	77	4.350649	.82344	.67806	.18927
1.3	77	4.168831	.97876	.95796	.23478
1.4	76	4.092105	.96854	.93807	.23669
1.5	76	4.171053	.97143	.94368	.2329
2.1	77	4.038961	.88021	.77478	.21793
2.2	76	4.092105	.85131	.72474	.20804
2.3	75	4.04	.86117	.74162	.21316
2.4	72	4	.8558	.73239	.21395
2.5	74	4.054054	.94929	.90115	.23416
2.6	75	3.986667	1.05898	1.12144	.26563
2.7	72	3.972222	.96374	.9288	.24262

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
0	39	0	0	0	0
1	29	2	0	0	0
2	9	2	0	0	0
TOTAL	77	2	0	0	

Project Edge Trainer: T. Capp
Workshop Evaluations-4/92

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	28	4.60714	.62889	.3955	.1365
1.2	28	4.60714	.56695	.32143	.12306
1.3	28	4.67857	.61183	.37434	.13077
1.4	24	4.25	.73721	.54348	.17346
1.5	27	4.85185	.36201	.13105	.07461
2.1	28	4.57143	.57275	.32804	.12529
2.2	28	4.60714	.49735	.24735	.10795
2.3	28	4.67857	.54796	.30026	.11712
2.4	28	4.57143	.63413	.40212	.13872
5	28	4.53571	.63725	.40608	.1405
2.6	28	4.42857	.79015	.62434	.17842
2.7	26	4.5	.5831	.34	.12958
3	22	1.18182	.39477	.15584	.33404

Want more training: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
1	18	4.611112	.6978024
2	4	4.75	.5
MISS	6	4.5	.5477225
TOTAL	28	4.607143	.6288899

PROJECT EDGE TRAINER: R. Carlstorm
Workshop Evaluations
Year 1 and Year 2 Results Combined

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	75	4.2	.9444	.89189	.22486
1.2	75	4.04	.84534	.71459	.20924
1.3	76	4.078948	.8448	.71368	.20711
1.4	73	3.931507	.94764	.89802	.24104
1.5	73	4.164383	.95763	.91705	.22996
2.1	73	3.945206	.86427	.74696	.21907
2.2	75	4.026667	.85382	.72901	.21204
2.3	73	3.917808	.87803	.77093	.22411
2.4	74	3.972973	.93593	.87597	.23558
2.5	72	3.791667	.91832	.84331	.24219
2.6	70	4.028572	.93206	.86874	.23136
2.7	70	4.014286	.94013	.88385	.2342

PROJECT EDGE TRAINER: R. Carlstrom
Workshop Evaluations
Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	34	4.352941	.64584	.41711	.14837
1.2	34	4.117647	.68599	.47059	.1666
1.3	34	4.352941	.77391	.59893	.17779
1.4	32	4.09375	.77707	.60383	.18982
1.5	32	4.375	.70711	.5	.16162
2.1	33	4.151515	.75503	.57008	.18187
2.2	34	4.264706	.70962	.50357	.16639
2.3	33	4.181818	.76871	.59091	.18382
2.4	34	4.205883	.88006	.77451	.20925
2.5	33	4	.86603	.75	.21651
6	31	4.032258	.79515	.63226	.1972
2.7	31	4.193548	.83344	.69462	.19874

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
0	15	0	0	0	0
1	11	2	0	0	0
2	8	2	0	0	0
TOTAL	34	2	0	0	

PROJECT EDGE TRAINER: R. Davey
Workshop Evaluations
Year 1 and Year 2 Results Combined

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	81	4.481482	.69121	.47778	.15424
1.2	81	4.567901	.66967	.44846	.1466
1.3	81	4.654321	.61564	.37901	.13227
1.4	80	4.3625	.75042	.56313	.17202
1.5	79	4.683544	.63133	.39857	.1348
2.1	81	4.592593	.58689	.34444	.12779
2.2	80	4.7	.53722	.28861	.1143
2.3	79	4.683544	.56714	.32165	.12109
2.4	81	4.703704	.66039	.43611	.1404
2.5	77	4.441558	.75208	.56562	.16933
2.6	79	4.506329	.79861	.63778	.17722
2.7	78	4.602564	.63122	.39843	.13714

PROJECT EDGE TRAINER: K. Davey
Workshop Evaluations
Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	57	4.561403	.59814	.35777	.13113
1.2	57	4.68421	.5719	.32707	.12209
1.3	57	4.719298	.52625	.27694	.11151
1.4	57	4.526316	.68414	.46805	.15115
1.5	55	4.818182	.43423	.18855	.09012
2.1	57	4.649123	.51725	.26754	.11126
2.2	56	4.785714	.45584	.20779	.09525
2.3	56	4.785714	.49412	.24416	.10325
2.4	57	4.859649	.51543	.26566	.10606
2.5	54	4.62963	.59229	.3508	.12793
2.6	55	4.527273	.81319	.66128	.17962
2.7	55	4.654545	.61518	.37845	.13217

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
0	23	0	0	0	0
1	27	2	0	0	0
2	7	2	0	0	0
TOTAL	57	2	0	0	

Project EDGE Trainer: E. Douglass
Workshop Evaluations - 4/92

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	31	4.29032	.90161	.8129	.21015
1.2	31	4.48387	.72438	.52473	.16155
1.3	31	4	1.1547	1.33333	.28868
1.4	31	4.06452	.89202	.7957	.21947
1.5	30	4.5	.90019	.81034	.20004
2.1	31	4.03226	.65746	.43226	.16305
2.2	31	3.77419	.80456	.64731	.21317
2.3	30	3.8	.76112	.57931	.2003
2.4	26	4.11539	.71144	.50615	.17287
.5	29	3.51724	1.08958	1.18719	.30978
2.6	31	4.09678	.90755	.82366	.22153
2.7	17	3.82353	.95101	.90441	.24872
3	24	1.04167	.20412	.04167	.19596

Want more training: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
1	23	4.347826	1.027295
MISS	7	4.142857	.3779644
2	1	4	
TOTAL	31	4.290322	.9016116

Project Edge Trainer: L. Durham
Workshop Evaluations-4/92

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	21	4.66667	.65828	.43333	.14106
1.2	21	4.71429	.56061	.31429	.11892
1.3	21	4.57143	.67612	.45714	.1479
1.4	21	4.09524	.83095	.69048	.20291
1.5	21	4.61905	.58959	.34762	.12764
2.1	21	4.23809	.70034	.49048	.16525
2.2	21	4.23809	.83095	.69048	.19607
2.3	21	4.33333	.79582	.63333	.18365
2.4	21	4.09524	.83095	.69048	.20291
2.5	21	4.19048	.81358	.6619	.19415
2.6	16	3.9375	.7719	.59583	.19604
2.7	16	3.6875	.7932	.62917	.21511
3	14	1.14286	.36314	.13187	.31774

Want more training: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
1	12	4.666667	.6513391
2	2	4.5	.7071068
MISS	7	4.714285	.7559289
TOTAL	21	4.666667	.6582806

Project EDGE Trainer: N. Eby
Workshop Evaluations--4/92

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	29	3.96552	.82301	.67734	.20754
1.2	31	4.25806	.81518	.66452	.19144
1.3	31	4.12903	1.02443	1.04946	.2481
1.4	29	3.58621	.94556	.89409	.26367
1.5	29	3.93103	1.09971	1.20936	.27975
2.1	31	4	.85635	.73333	.21409
2.2	31	4.06452	.89202	.7957	.21947
2.3	31	4.09677	.87005	.75699	.21237
2.4	31	4.19355	.83344	.69462	.19874
..5	30	4.03333	.92786	.86092	.23005
2.6	31	3.96774	.98265	.96559	.24766
2.7	29	3.89655	1.0805	1.16749	.2773
3	26	1.30769	.47068	.22154	.35993

Want more trainng: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
1	17	4.058825	.8993464
2	8	3.875	.8345229
MISS	4	3.75	.5
TOTAL	29	3.965518	.8230067

MISSING: 2

PROJECT EDGE TRAINER: L. Edwards
Workshop Evaluations
Year 1 and Year 2 Results Combined

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	105	4.695238	.70879	.50238	.15096
1.2	105	4.552381	.74654	.55733	.16399
1.3	101	4.405941	1.03129	1.06356	.23407
1.4	104	4.471154	.77531	.6011	.1734
1.5	101	4.613862	.70669	.49941	.15317
2.1	105	4.361905	.76112	.5793	.17449
2.2	105	4.428571	.70516	.49725	.15923
2.3	105	4.4	.75447	.56923	.17147
2.4	103	4.213592	.87055	.75785	.2066
2.5	100	4.2	.92113	.84848	.21932
2.6	104	4.355769	.83513	.69744	.19173
2.7	102	4.294118	.91833	.84333	.21386

PROJECT EDGE TRAINER: L. Edwards
Workshop Evaluations
Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	73	4.589041	.8137	.6621	.17731
1.2	72	4.361111	.82744	.68466	.18973
1.3	69	4.130435	1.14934	1.32097	.27826
1.4	72	4.277778	.8429	.71049	.19704
1.5	70	4.457143	.79283	.62857	.17788
2.1	72	4.166667	.78722	.61972	.18893
2.2	72	4.25	.72675	.52817	.171
2.3	72	4.180555	.79304	.62891	.1897
4	70	3.971429	.91638	.83975	.23074
2.5	68	3.970588	.99207	.9842	.24985
2.6	71	4.112676	.8872	.78712	.21572
2.7	69	4.072464	.97496	.95055	.2394

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
0	29	0	0	0	0
1	28	2	0	0	0
2	16	2	0	0	0
OTAL	73	2	0	0	

PROJECT EDGE TRAINER: V. Engelter
Workshop Evaluations
Year 1 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	11	4.454546	.9342	.87273	.20972
1.2	11	4.545455	.9342	.87273	.20552
1.3	11	4.454546	.9342	.87273	.20972
1.4	10	3.9	.99443	.98889	.25498
1.5	10	4.4	.96609	.93333	.21957
2.1	10	4.6	.5164	.26667	.11226
2.2	9	4.555555	.72648	.52778	.15947
2.3	9	4.555555	.72648	.52778	.15947
_.4	8	4	.92582	.85714	.23146
2.5	9	4.555555	.72648	.52778	.15947
2.6	9	4.222222	1.39443	1.94444	.33026
2.7	5	4.4	.89443	.8	.20328

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF '1.1'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
MISS	5	4.6	.54772	.3	.11907
1	4	4.75	.5	.25	.10526
2	2	3.5	2.12132	4.5	.60609
_OTAL	11	4.454546	.9342	.87273	.20972

PROJECT EDGE TRAINER: S. Flentie
Workshop Evaluations
Year 1 and Year 2 Results Combined

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	84	4.738095	.51762	.26793	.10925
1.2	84	4.773809	.49943	.24943	.10462
1.3	83	4.698795	.51169	.26183	.1089
1.4	84	4.678571	.58414	.34122	.12485
1.5	83	4.771084	.50183	.25184	.10518
2.1	85	4.552941	.66379	.44062	.14579
2.2	85	4.482353	.66569	.44314	.14851
2.3	85	4.529412	.70014	.4902	.15458
2.4	85	4.57647	.64321	.41373	.14055
2.5	82	4.402439	.82939	.6879	.18839
2.6	84	4.488095	.81395	.66251	.18136
2.7	81	4.530864	.75971	.57716	.16767

PROJECT EDGE TRAINER: S. Flentie
Workshop Evaluations
Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	71	4.760563	.52002	.27042	.10924
1.2	72	4.777778	.50969	.25978	.10668
1.3	70	4.757143	.46425	.21553	.09759
1.4	71	4.746479	.52694	.27767	.11102
1.5	70	4.771429	.5156	.26584	.10806
2.1	72	4.527778	.69144	.47809	.15271
2.2	72	4.458334	.69073	.47711	.15493
2.3	72	4.513889	.71193	.50685	.15772
2.4	72	4.597222	.66417	.44112	.14447
2.5	69	4.492754	.71995	.51833	.16025
6	71	4.521127	.77199	.59598	.17075
2.7	69	4.521739	.75943	.57673	.16795

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
MISS	26	2	0	0	0
0	13	2	0	0	0
1	27	2	0	0	0
2	6	2	0	0	0
TOTAL	72	2	0	0	

PROJECT EDGE TRAINER: S. Harris
Workshop Evaluation Results
Year 1 & Year 2 Results Combined

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	38	4.894737	.31101	.09673	.06354
1.2	38	4.947369	.22629	.05121	.04574
1.3	38	4.921053	.27328	.07468	.05553
1.4	37	4.432433	.76524	.58559	.17264
1.5	36	4.861111	.42445	.18016	.08732
2.1	38	4.763158	.54198	.29374	.11379
2.2	38	4.710527	.51506	.26529	.10934
2.3	38	4.736842	.50319	.2532	.10623
2.4	37	4.72973	.56019	.31381	.11844
2.5	36	4.694445	.62425	.38968	.13298
2.6	38	4.710527	.6538	.42745	.1388
2.7	36	4.75	.76997	.59286	.1621

PROJECT EDGE TRAINER: S. Harris
Workshop Evaluations
Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	23	4.913044	.2881	.083	.05864
1.2	23	4.956522	.20851	.04348	.04207
1.3	23	4.956522	.20851	.04348	.04207
1.4	22	4.5	.67259	.45238	.14947
1.5	22	4.818182	.50108	.25108	.104
2.1	23	4.739131	.61919	.3834	.13066
2.2	23	4.739131	.54082	.29249	.11412
2.3	23	4.739131	.54082	.29249	.11412
.4	23	4.739131	.54082	.29249	.11412
2.5	22	4.636364	.72673	.52814	.15675
2.6	23	4.608696	.78272	.61265	.16984
2.7	23	4.565218	.78775	.62055	.17256

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
0	6	0	0	0	0
1	14	2	0	0	0
2	3	2	0	0	0
TOTAL	23	2	0	0	

PROJECT EDGE TRAINER: S. Lamar
Workshop Evaluation Results
Year 1 & Year 2 Results Combined

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	126	4.404762	.8117	.65886	.18428
1.2	125	4.384	.81105	.65781	.185
1.3	122	4.180328	.96223	.92589	.23018
1.4	124	4.016129	1.01999	1.04039	.25397
1.5	123	4.146341	.94681	.89644	.22835
2.1	126	3.968254	.87578	.76698	.2207
2.2	125	3.976	.83728	.70103	.21058
2.3	124	3.935484	.84336	.71125	.2143
2.4	122	3.90164	.87585	.7671	.22448
.5	119	3.82353	.98847	.97707	.25852
2.6	125	3.84	1.01917	1.03871	.26541
2.7	119	3.82353	.97117	.94317	.254
3	79	1.329114	.47289	.22363	.3558

PROJECT EDGE TRAINER: S. Lamar
Workshop Evaluations - Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	98	4.448979	.78809	.62108	.17714
1.2	97	4.42268	.77507	.60073	.17525
1.3	97	4.175258	.9466	.89605	.22672
1.4	97	4.020618	1.04063	1.0829	.25882
1.5	96	4.15625	.94399	.89112	.22713
2.1	98	4.020408	.83702	.70061	.20819
2.2	97	3.989691	.82279	.67698	.20623
2.3	96	3.989583	.80125	.642	.20083
2.4	94	3.925532	.81964	.67181	.2088
2.5	94	3.893617	.83561	.69824	.21461
2.6	97	3.85567	1.01026	1.02062	.26202
2.7	91	3.846154	.95363	.9094	.24794

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
MISS	12	2	0	0	0
0	28	0	0	0	0
1	42	2	0	0	0
2	16	2	0	0	0
TOTAL	98	2	0	0	

PROJECT EDGE TRAINER: B. Lenhart
Workshop Evaluations
Year 1 and Year 2 Results Combined

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	101	4.435644	.66956	.44832	.15095
1.2	99	4.383838	.65007	.42259	.14829
1.3	98	4.153061	.81673	.66705	.19666
1.4	101	3.970297	.85388	.72911	.21507
1.5	98	4.193878	.76869	.59089	.18329
2.1	101	4.009901	.79366	.6299	.19793
2.2	101	4.079208	.79603	.63366	.19514
2.3	101	4.079208	.83286	.69366	.20417
2.4	101	4.049505	.79216	.62752	.19562
2.5	99	3.919192	.76501	.58524	.1952
2.6	100	4.09	.86568	.74939	.21166
2.7	98	3.918367	.97042	.94172	.24766

PROJECT EDGE TRAINER: B. Lenhart
Workshop Evaluations
Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	66	4.424243	.70297	.49417	.15889
1.2	65	4.261539	.66795	.44615	.15674
1.3	64	4.046875	.78538	.61682	.19407
1.4	66	3.909091	.81764	.66853	.20916
1.5	63	4.047619	.77102	.59447	.19049
2.1	66	3.787879	.7945	.63124	.20975
2.2	66	3.924243	.79053	.62494	.20145
2.3	66	3.89394	.82516	.68089	.21191
4	66	3.969697	.84069	.70676	.21178
2.5	65	3.846154	.77522	.60096	.20156
2.6	65	3.984615	.87486	.76538	.21956
2.7	66	3.818182	.95931	.92028	.25125

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
0	26	0	0	0	0
1	26	2	0	0	0
2	14	2	0	0	0
.OTAL	66	2	0	0	

PROJECT EDGE TRAINER: P. Lowthian
Workshop Evaluations -- 12/92

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	56	4.535714	.87312	.76234	.1925
1.2	56	4.75	.47673	.22727	.10036
1.3	53	4.698113	.60717	.36865	.12924
1.4	54	4.444445	.74395	.55346	.16739
1.5	54	4.666667	.58277	.33962	.12488
2.1	55	4.490909	.63458	.40269	.1413
2.2	56	4.482143	.60275	.36331	.13448
2.3	54	4.444445	.66351	.44025	.14929
2.4	53	4.471698	.66806	.4463	.1494
2.5	47	4.382979	.76764	.58927	.17514
.6	53	4.490566	.72384	.52395	.16119
2.7	47	4.489362	.68754	.47271	.15315
3	33	1.090909	.29194	.08523	.26761

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF '1.1'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
MISS	23	4.47826	1.16266	1.35178	.25962
1	30	4.56667	.62606	.39195	.13709
2	3	4.66667	.57735	.33333	.12372
TOTAL	56	4.535714	.87312	.76234	.1925

PROJECT EDGE TRAINER: E. Karge
Workshop Evaluations
Year 1 and Year 2 Results Combined

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	124	4.774194	.4912	.24128	.10289
1.2	124	4.717742	.53436	.28554	.11327
1.3	122	4.688525	.53136	.28235	.11333
1.4	108	4.666667	.61142	.37383	.13102
1.5	122	4.745902	.4906	.24069	.10337
2.1	123	4.552846	.60331	.36399	.13251
2.2	123	4.536585	.57677	.33267	.12714
2.3	123	4.536585	.65653	.43103	.14472
2.4	116	4.508621	.66589	.4434	.14769
2.5	121	4.545455	.65828	.43333	.14482
2.6	124	4.620968	.63236	.39988	.13685
2.7	123	4.406504	.78758	.62029	.17873

PROJECT EDGE TRAINER: E. Karge
Workshop Evaluations
Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	92	4.782609	.48779	.23794	.10199
1.2	92	4.717392	.54118	.29288	.11472
1.3	91	4.67033	.55887	.31233	.11966
1.4	76	4.736842	.5506	.30316	.11624
1.5	92	4.75	.50546	.25549	.10641
2.1	92	4.478261	.63727	.40612	.1423
2.2	92	4.521739	.58325	.34018	.12899
2.3	92	4.543479	.63615	.40468	.14001
2.4	91	4.461538	.68812	.4735	.15423
2.5	90	4.544445	.65619	.43059	.14439
2.6	92	4.576087	.65017	.42272	.14208
2.7	91	4.373626	.79789	.63663	.18243

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
0	26	0	0	0	0
1	64	2	0	0	0
2	2	2	0	0	0
TOTAL	92	2	0	0	

Project Edge Trainer: S. Knight
Workshop Evaluations-4/92

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	33	4.69697	.80951	.6553	.17235
1.2	33	4.75758	.79177	.62689	.16642
1.3	33	4.51515	.93946	.88258	.20807
1.4	33	4.51515	1.03445	1.07008	.22911
1.5	31	4.64516	.83859	.70323	.18053
2.1	33	4.36364	.85944	.73864	.19695
2.2	33	4.30303	.98377	.9678	.22862
2.3	32	4.21875	1.00753	1.01512	.23882
2.4	31	4.45161	.92516	.85591	.20782
5	33	4.36364	.96236	.92614	.22054
2.6	33	4.39394	1.11634	1.24621	.25406
2.7	32	4.3125	.8206	.67339	.19028
3	29	1	0	0	0

Want more training: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
1	29	4.862069	.3509311
MISS	4	3.5	1.914854
TOTAL	33	4.69697	.8095079

PROJECT EDGE TRAINER: B. Marsden
Workshop Evaluations
Year 1 and Year 2 Results Combined

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	85	4.458824	.86675	.75126	.19439
1.2	85	4.305883	.83129	.69104	.19306
1.3	84	3.976191	1.24161	1.5416	.31226
1.4	85	4.070588	.86998	.75686	.21372
1.5	84	4.309524	.86395	.74641	.20048
2.1	84	3.928572	.9542	.9105	.24289
2.2	83	4.072289	.93422	.87276	.22941
2.3	83	4.036145	.95567	.91331	.23678
.4	81	3.864198	.97151	.94383	.25141
2.5	81	3.901235	1.04409	1.09012	.26763
2.6	83	3.903615	1.04315	1.08816	.26723
2.7	81	3.790124	1.12601	1.2679	.29709

PROJECT EDGE TRAINER: B. Marsden
Workshop Evaluations
Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	63	4.507937	.85898	.73784	.19055
1.2	62	4.370968	.8145	.66341	.18634
1.3	61	4.065574	1.19539	1.42896	.29403
1.4	62	4.129032	.83928	.70439	.20326
1.5	61	4.442623	.80673	.65082	.18159
2.1	62	4.096774	.78322	.61343	.19118
2.2	62	4.274194	.72811	.53014	.17035
2.3	61	4.213115	.79822	.63716	.18946
	60	3.933333	.91812	.84294	.23342
2.5	58	3.982759	.96412	.92952	.24207
2.6	62	3.903226	.97021	.9413	.24857
2.7	60	3.916667	.99646	.99294	.25442

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
MISS	5	2	0	0	0
0	24	0	0	0	0
1	21	2	0	0	0
2	13	2	0	0	0
TOTAL	63	2	0	0	

PROJECT EDGE TRAINER: B. McGee
Workshop Evaluations
Year 1 and Year 2 Results Combined

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	70	4.471428	.67505	.45569	.15097
1.2	70	4.514286	.6537	.42733	.14481
1.3	65	4.369231	.78201	.61154	.17898
1.4	64	4.015625	1.09098	1.19023	.27168
1.5	68	4.397059	.77536	.60119	.17634
2.1	70	4.142857	.88932	.79089	.21466
2.2	71	4.197183	.88833	.78913	.21165
2.3	69	4.057971	.95308	.90835	.23487
2.4	68	4.029412	.86336	.74539	.21426
2.5	63	4.111111	.93517	.87455	.22747
2.6	70	4.257143	.86285	.74451	.20268
2.7	68	4.044118	.95314	.90847	.23569

PROJECT EDGE TRAINER: B. McGee
Workshop Evaluations
Year 2 Results

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	21	4.714286	.56061	.31429	.11892
1.2	21	4.714286	.46291	.21429	.09819
1.3	21	4.904762	.30079	.09048	.06133
1.4	21	4.666667	.57735	.33333	.12372
1.5	21	4.952381	.21822	.04762	.04406
2.1	21	4.666667	.48305	.23333	.10351
2.2	21	4.761905	.43644	.19048	.09165
2.3	21	4.714286	.46291	.21429	.09819
.4	20	4.7	.47016	.22105	.10003
2.5	21	4.666667	.65828	.43333	.14106
2.6	21	4.571429	.74642	.55714	.16328
2.7	21	4.523809	.81358	.6619	.17984

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
0	8	0	0	0	0
1	13	2	0	0	0
TOTAL	21	2	0	0	

Project Edge Trainer: D. McGrath
Workshop Evaluations-4/92

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	24	4.29167	.7506	.56341	.1749
1.2	24	3.95833	.69025	.47645	.17438
1.3	24	4	.97802	.95652	.2445
1.4	24	3.41667	1.1389	1.2971	.33334
1.5	19	3.89474	.8093	.65497	.20779
2.1	24	3.75	.73721	.54348	.19659
2.2	24	3.75	.73721	.54348	.19659
2.3	24	3.875	.85019	.72283	.2194
2.4	24	3.66667	.76139	.57971	.20765
.5	24	3.33333	1.0495	1.10145	.31485
2.6	24	3.75	.98907	.97826	.26375
2.7	21	3.61905	.92066	.84762	.25439
3	14	1.14286	.36314	.13187	.31774

Want more training: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
1	12	4.083334	.7929615
MISS	10	4.6	.6992059
2	2	4	0
TOTAL	24	4.291667	.7506036

PROJECT EDGE TRAINER: K. Parson
Workshop Evaluations
Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	6	4.666667	.5164	.26667	.11066
1.2	7	4.571429	.53452	.28571	.11693
1.3	7	4.571429	.7868	.61905	.17211
1.4	7	4.285714	.75593	.57143	.17638
1.5	7	4.857143	.37796	.14286	.07782
2.1	7	4	1	1	.25
2.2	7	4	1	1	.25
2.3	7	3.571429	.53452	.28571	.14967
2.4	7	4.142857	.69007	.47619	.16657
2.5	7	3.714286	.48795	.2381	.13137
5	7	3.857143	1.34519	1.80952	.34875
2.7	6	3.833333	.40825	.16667	.1065

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
MISS	1	2			
1	1	2			
2	5	2	0	0	0
TOTAL	7	2	0	0	

PROJECT EDGE TRAINER: S. Peterson
Workshop Evaluations
Year 1 and Year 2 Results Combined

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	106	4.537736	.70609	.49856	.1556
1.2	106	4.556604	.67725	.45867	.14863
1.3	106	4.59434	.64407	.41482	.14019
1.4	105	4.495238	.70879	.50238	.15768
1.5	104	4.634615	.59214	.35063	.12777
2.1	104	4.355769	.69559	.48385	.15969
2.2	105	4.409524	.7165	.51337	.16249
2.3	104	4.403846	.69	.4761	.15668
2.4	104	4.317308	.79151	.62649	.18333
5	102	4.392157	.73332	.53776	.16696
2.6	104	4.375	.73982	.54733	.1691
2.7	106	4.264151	.75972	.57718	.17817

PROJECT EDGE TRAINER: S. Peterson
Workshop Evaluations
Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	73	4.589041	.66323	.43988	.14453
1.2	73	4.547945	.64638	.41781	.14213
1.3	73	4.60274	.61779	.38166	.13422
1.4	72	4.652778	.60885	.3707	.13086
1.5	72	4.666667	.55665	.30986	.11928
2.1	73	4.410959	.66323	.43988	.15036
2.2	73	4.410959	.68385	.46766	.15504
2.3	73	4.479452	.66895	.44749	.14934
2.4	73	4.39726	.72149	.52055	.16408
2.5	72	4.486111	.64988	.42234	.14486
6	72	4.486111	.64988	.42234	.14486
2.7	73	4.30137	.72043	.51903	.16749

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
0	23	0	0	0	0
1	43	2	0	0	0
2	7	2	0	0	0
TOTAL	73	2	0	0	

PROJECT EDGE TRAINER: K. Pierce
Workshop Evaluations -- 12/92
Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	50	4.7	.46291	.21429	.09849
1.2	49	4.571429	.6455	.41667	.1412
1.3	50	4.54	.64555	.41673	.14219
1.4	46	3.956522	1.05318	1.10918	.26619
1.5	49	4.612245	.57068	.32568	.12373
2.1	48	4.479167	.68384	.46764	.15267
2.2	49	4.489796	.73944	.54677	.16469
2.3	49	4.469388	.71011	.50425	.15888
2.4	47	4.510638	.68754	.47271	.15243
2.5	49	4.387755	.75874	.57568	.17292
2.6	48	4.291667	.92157	.84929	.21473
2.7	47	4.425532	.74439	.55412	.1682
3	35	1.142857	.35504	.12605	.31066

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF '1.1'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
MISS	15	4.8	.41404	.17143	.08626
1	30	4.73333	.44978	.2023	.09502
2	5	4.2	.44721	.2	.10648
TOTAL	50	4.7	.46291	.21429	.09849

Project Edge Trainer: G. Richardson
Workshop Evaluations-4/92

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	37	4.81081	.39706	.15766	.08254
1.2	37	4.97297	.1644	.02703	.03306
1.3	37	4.89189	.39326	.15465	.08039
1.4	36	4.44445	.60684	.36825	.13654
1.5	36	4.69445	.46718	.21825	.09952
2.1	36	4.58333	.60356	.36429	.13169
2.2	36	4.55556	.60684	.36825	.13321
2.3	36	4.44444	.65222	.4254	.14675
2.4	33	4.51515	.61853	.38258	.13699
2.5	34	4.55882	.61255	.37522	.13437
2.6	36	4.61111	.68776	.47302	.14915
2.7	30	4.46667	.7303	.53333	.1635
3	29	1	0	0	0

Want more training: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
1	29	4.862069	.3509313
MISS	8	4.625	.5175491
TOTAL	37	4.81081	.3970614

PROJECT EDGE TRAINER: A. Rizwani-Nisley
Workshop Evaluations
Year 1 & Year 2 Results Combined

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	56	4.714286	.59435	.35325	.12607
1.2	56	4.767857	.46675	.21786	.0979
1.3	56	4.696429	.53664	.28799	.11427
1.4	56	4.410714	.65441	.42825	.14837
1.5	56	4.642857	.61581	.37922	.13264
2.1	56	4.517857	.71328	.50877	.15788
2.2	56	4.232143	.71328	.50877	.16854
2.3	55	4.4	.68313	.46667	.15526
2.4	56	4.285714	.67995	.46234	.15866
2.5	56	4.339286	.64036	.41006	.14757
2.6	56	4.410714	.84803	.71916	.19227
2.7	53	4.377358	.81397	.66255	.18595

PROJECT EDGE TRAINER: A. Rizwani-Nisley
Workshop Evaluations
Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	28	4.607143	.68526	.46958	.14874
1.2	28	4.75	.51819	.26852	.10909
1.3	28	4.642857	.62148	.38624	.13386
1.4	28	4.464286	.69293	.48016	.15522
1.5	28	4.678571	.61183	.37434	.13077
2.1	28	4.428571	.79015	.62434	.17842
2.2	28	4.178571	.86297	.74471	.20652
2.3	28	4.392857	.68526	.46958	.15599
2.4	28	4.285714	.7127	.50794	.1663
2.5	28	4.357143	.73102	.53439	.16778
2.6	28	4.357143	.98936	.97884	.22707
2.7	27	4.37037	.88353	.78063	.20216

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
0	7	0	0	0	0
1	17	2	0	0	0
2	4	2	0	0	0
TOTAL	28	2	0	0	

Project Edge Trainer: K. Shaide
Workshop Evaluations-4/92

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	94	4.59575	.69281	.47998	.15075
1.2	95	4.48421	.71255	.50773	.1589
1.3	94	4.37234	.7895	.62331	.18057
1.4	95	4.25263	.87481	.76529	.20571
1.5	94	4.25532	.86678	.75132	.20369
2.1	95	4.10526	.84392	.71221	.20557
2.2	94	4.1383	.8872	.78712	.21439
2.3	94	4.15958	.87133	.75921	.20947
2.4	83	4.28916	.7735	.5983	.18034
2.5	93	4.08602	.89267	.79687	.21847
2.6	93	4.18279	.87161	.7597	.20838
2.7	92	4.07609	.8674	.75239	2128
3	63	1.49206	.50395	.25397	.33776

Want more training: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
1	32	4.6875	.4709291
2	30	4.600001	.8550056
MISS	32	4.5	.7184212
TOTAL	94	4.595745	.6928071

MISSING: 1

Project Edge Trainer: J. Shipley
Workshop Evaluations-4/92

-MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	24	4	1.02151	1.04348	.25538
1.2	24	4.33333	.70196	.49275	.16199
1.3	24	4.45833	.72106	.51993	.16173
1.4	23	3.86957	.96786	.93676	.25012
1.5	21	4.09524	.94365	.89048	.23043
2.1	24	3.79167	.93153	.86775	.24568
2.2	23	3.86957	.86887	.75494	.22454
2.3	23	4.17391	.65033	.42293	.15581
2.4	21	3.90476	.83095	.69048	.2128
.5	21	4.04762	.86465	.74762	.21362
2.6	22	3.72727	1.20245	1.44589	.32261
2.7	18	3.5	1.04319	1.08824	.29805
3	13	1.07692	.27735	.07692	.25754

Want more training: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
1	12	3.583334	1.083625
MISS	11	4.363637	.8090398
2	1	5	
TOTAL	24	4	1.021508

Project Edge Trainer: K. Stout-Suenvam
Workshop Evaluations-4/92

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	48	4.70833	.74258	.55142	.15772
1.2	48	4.72917	.73628	.54211	.15569
1.3	47	4.53192	.90532	.81961	.19977
1.4	48	4.39583	1.00508	1.0102	.22864
1.5	45	4.57778	.83907	.70404	.18329
2.1	48	4.375	.8411	.70745	.19225
2.2	47	4.31915	.93498	.87419	.21647
2.3	46	4.26087	.953	.90821	.22366
2.4	46	4.3913	.95402	.91014	.21725
..5	46	4.43478	.88574	.78454	.19973
2.6	46	4.43478	.93457	.87343	.21074
2.7	45	4.26667	.83666	.7	.19609
3	36	1.05556	.23231	.05397	.22008

Want more training: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
1	34	4.794118	.4785971
MISS	12	4.5	1.243163
2	2	4.5	.7071068
TOTAL	48	4.708334	.7425756

PROJECT EDGE TRAINER: M. Strothman
Workshop Evaluations -- 12/92
Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	89	4.64045	.62608	.39198	.13492
1.2	88	4.590909	.63674	.40543	.1387
1.3	89	4.573034	.689	.47472	.15067
1.4	85	4.082353	.92854	.86218	.22745
1.5	87	4.632184	.59288	.35151	.12799
2.1	87	4.390805	.7829	.61294	.17831
2.2	88	4.443182	.75594	.57145	.17014
2.3	88	4.488637	.72705	.52861	.16198
2.4	86	4.488372	.71528	.51163	.15936
2.5	88	4.375	.77774	.60489	.17777
2.6	87	4.114943	.90766	.82384	.22058
2.7	85	4.176471	.87528	.76611	.20957
3	63	1.269841	.44744	.2002	.35236

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF '1.1'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
MISS	26	4.61538	.75243	.56615	.16303
1	46	4.78261	.41703	.17391	.0872
2	17	4.29412	.77174	.59559	.17972
TOTAL	89	4.64045	.62608	.39198	.13492

PROJECT EDGE TRAINER: J. Swindler
Workshop Evaluations
Year 1 & Year 2 Results Combined

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	31	3.935484	1.09348	1.1957	.27785
1.2	31	3.903226	1.10619	1.22366	.2834
1.3	31	3.967742	.83602	.69892	.2107
1.4	31	3.903226	1.13592	1.29032	.29102
1.5	31	3.774194	1.02338	1.04731	.27115
2.1	31	3.774194	.80456	.64731	.21317
2.2	31	3.741936	.96498	.93118	.25788
2.3	31	3.612903	.9549	.91183	.2643
2.4	31	3.516129	.99569	.9914	.28318
2.5	30	3.4	1.13259	1.28276	.33311
2.6	31	3.903226	.90755	.82366	.23251
2.7	31	3.677419	.79108	.62581	.21512

PROJECT EDGE TRAINER: J. Swindler
Workshop Evaluations
Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	23	3.782609	.95139	.90514	.25152
1.2	23	3.826087	.98406	.96838	.2572
1.3	23	3.956522	.76742	.58893	.19396
1.4	23	3.869565	.96786	.93676	.25012
1.5	23	3.652174	.98205	.96443	.2689
2.1	23	3.608696	.72232	.52174	.20016
2.2	23	3.478261	.94722	.89723	.27233
2.3	23	3.434783	.78775	.62055	.22935
2.4	23	3.347826	.93462	.87352	.27917
2.5	23	3.304348	1.06322	1.13043	.32176
2.6	23	3.695652	.87567	.7668	.23695
2.7	23	3.478261	.66535	.44269	.19129

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
0	7	0	0	0	0
1	8	2	0	0	0
2	8	2	0	0	0
TOTAL	23	2	0	0	

PROJECT EDGE TRAINER: S. Swoboda
Workshop Evaluations
Year 1 and Year 2 Results Combined

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	49	4.081633	.95387	.90986	.2337
1.2	49	3.959184	.78949	.6233	.19941
1.3	49	3.959184	.76265	.58163	.19263
1.4	48	3.833333	.88326	.78014	.23041
1.5	47	4.106383	1.00508	1.01018	.24476
2.1	46	3.739131	.80097	.64155	.21421
2.2	48	3.854167	.87494	.76551	.22701
2.3	47	3.808511	.79778	.63645	.20947
2.4	47	3.87234	.84999	.72248	.2195
2.5	46	3.630435	.8262	.68261	.22758
2.6	45	3.777778	.95081	.90404	.25169
2.7	44	3.75	.94315	.88953	.25151

PROJECT EDGE TRAINER: S. Swoboda
Workshop Evaluations
Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	19	4.263158	.65338	.4269	.15326
1.2	19	4.052631	.70504	.49708	.17397
1.3	19	4.263158	.73349	.53801	.17205
1.4	19	4.105263	.8093	.65497	.19714
1.5	18	4.444445	.6157	.37908	.13853
2.1	18	4.111111	.58298	.33987	.14181
2.2	19	4.31579	.58239	.33918	.13494
2.3	19	4.263158	.65338	.4269	.15326
2.4	19	4.210527	.6306	.39766	.14977
2.5	18	3.888889	.83235	.69281	.21403
6	17	3.705882	.84887	.72059	.22906
2.7	16	3.75	.85635	.73333	.22836

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
0	8	0	0	0	0
1	5	2	0	0	0
2	6	2	0	0	0
TOTAL	19	2	0	0	

PROJECT EDGE TRAINER: V. Taylor
Workshop Evaluations
Year 1 and Year 2 Results Combined

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	67	4.686567	.63267	.40027	.135
1.2	67	4.716418	.59813	.35776	.12682
1.3	67	4.716418	.57224	.32745	.12133
1.4	66	4.5	.70711	.5	.15713
1.5	65	4.692308	.55686	.3101	.11868
2.1	65	4.446154	.70779	.50096	.15919
2.2	66	4.545455	.70562	.4979	.15524
2.3	65	4.446154	.68536	.46971	.15415
2.4	65	4.415385	.76836	.59038	.17402
2.5	64	4.46875	.73396	.53869	.16424
2.6	65	4.384615	.76429	.58413	.17431
2.7	67	4.358209	.7528	.56671	.17273

PROJECT EDGE TRAINER: V. Taylor
Workshop Evaluations
Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	34	4.941176	.23883	.05704	.04834
1.2	34	4.852941	.35949	.12923	.07408
1.3	34	4.852941	.35949	.12923	.07408
1.4	33	4.848485	.36411	.13258	.0751
1.5	33	4.818182	.39167	.15341	.08129
2.1	34	4.647059	.59708	.35651	.12849
2.2	34	4.676471	.58881	.3467	.12591
2.3	34	4.647059	.59708	.35651	.12849
_.4	34	4.676471	.47486	.22549	.10154
2.5	34	4.735294	.44781	.20053	.09457
2.6	33	4.636364	.54876	.30114	.11836
2.7	34	4.529412	.61473	.3779	.13572

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
0	9	0	0	0	0
1	23	2	0	0	0
2	2	2	0	0	0
.OTAL	34	2	0	0	

PROJECT EDGE TRAINER: K. Turcott
Workshop Evaluations
Year 1 and Year 2 Results Combined

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	69	4.405797	.77305	.59761	.17546
1.2	69	4.347826	.76362	.58312	.17563
1.3	67	4.462687	.74525	.5554	.167
1.4	69	4.144928	.84497	.71398	.20386
1.5	68	4.441176	.76064	.57858	.17127
2.1	68	4.294118	.84745	.71817	.19735
2.2	68	4.397059	.75587	.57133	.1719
2.3	67	4.044776	.92822	.8616	.22949
2.4	68	4.338235	.85711	.73464	.19757
2.5	62	4.209677	.90784	.82417	.21565
2.6	66	4.166667	.88723	.78718	.21294
2.7	66	4.212121	.85061	.72354	.20194

PROJECT EDGE TRAINER: K. Turcott
Workshop Evaluations
Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	21	4.761905	.53896	.29048	.11318
1.2	21	4.666667	.57735	.33333	.12372
1.3	20	4.8	.41039	.16842	.0855
1.4	21	4.571429	.59761	.35714	.13073
1.5	21	4.809524	.51177	.2619	.10641
2.1	21	4.761905	.43644	.19048	.09165
2.2	21	4.714286	.56061	.31429	.11892
2.3	20	4.65	.58714	.34474	.12627
2.4	21	4.666667	.57735	.33333	.12372
2.5	20	4.6	.68056	.46316	.14795
6	20	4.6	.59824	.35789	.13005
2.7	20	4.65	.48936	.23947	.10524

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
0	2	.5	.70711	.5	1.41421
1	18	2	0	0	0
2	1	2			
TOTAL	21	2	0	0	

PROJECT EDGE TRAINER: D. Walker
Workshop Evaluation Results
Year 1 and Year 2 Results Combined

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	35	4.457143	.51083	.37311	.13704
1.2	35	4.485714	.6122	.37479	.13648
1.3	34	4.117647	.76929	.5918	.18683
1.4	34	3.558824	.95952	.92068	.26962
1.5	35	4.028572	.82197	.67563	.20403
2.1	35	3.828571	.95442	.91092	.24929
2.2	35	3.828571	.857	.73445	.22384
2.3	35	3.742857	.98048	.96134	.26196
2.4	35	3.685714	.99325	.98655	.26949
2.5	33	3.636364	.78335	.61364	.21542
2.6	33	3.909091	.84275	.71023	.21559
2.7	34	3.82353	.75761	.57398	.19814

PROJECT EDGE TRAINER: D. Walker
Workshop Evaluations
Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	27	4.407407	.63605	.40456	.14431
1.2	27	4.333334	.62017	.38462	.14312
1.3	26	3.846154	.67482	.45538	.17545
1.4	26	3.269231	.87442	.76462	.26747
1.5	27	3.777778	.75107	.5641	.19881
2.1	27	3.518518	.849	.7208	.24129
2.2	27	3.481482	.64273	.41311	.18461
2.3	27	3.407408	.84395	.71225	.24768
2.4	27	3.37037	.88353	.78063	.26215
2.5	25	3.4	.6455	.41667	.18985
2.6	26	3.807692	.89529	.80154	.23513
2.7	27	3.666667	.7338	.53846	.20013

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
0	8	0	0	0	0
1	12	2	0	0	0
2	7	2	0	0	0
TOTAL	27	2	0	0	

Project Edge Trainer: M. Willhite
Workshop Evaluations-4/92

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	21	4.66667	.65828	.43333	.14106
1.2	21	4.71429	.56061	.31429	.11892
1.3	21	4.[illegible]143	.67612	.45714	.1479
1.4	21	4.09524	.83095	.69048	.20291
1.5	21	4.61905	.58959	.34762	.12764
2.1	21	4.23809	.70034	.49048	.16525
2.2	21	4.23809	.83095	.69048	.19607
2.3	21	4.33333	.79582	.63333	.18365
2.4	21	4.09524	.83095	.69048	.20291
5	21	4.19048	.81358	.6619	.19415
2.6	16	3.9375	.7719	.59583	.19604
2.7	16	3.6875	.7932	.62917	.21511
3	14	1.14286	.36314	.13187	.31774

Want more training: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
1	12	4.666667	.6513391
2	2	4.5	.7071068
MISS	7	4.714285	.7559289
TOTAL	21	4.666667	.6582806

PROJECT EDGE TRAINER: R. Williams
Workshop Evaluation Results
Year 1 & Year 2 Results Combined

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	71	4.633803	.74142	.5497	.16
1.2	72	4.513889	.769	.59135	.17036
1.3	72	4.208334	1.00614	1.01232	.23908
1.4	66	4.030303	1.14985	1.32214	.2853
1.5	67	4.328358	1.05008	1.10267	.2426
2.1	71	3.971831	.9407	.88491	.23684
2.2	71	4.042254	1.00622	1.01247	.24893
2.3	69	3.942029	.95308	.90835	.24177
2.4	69	4.072464	.97496	.95055	.2394
2.5	69	4.072464	.87982	.77408	.21604
2.6	70	3.942857	1.00557	1.01118	.25504
2.7	70	3.871429	.89962	.80932	.23237

PROJECT EDGE TRAINER: R. Williams
Workshop Evaluations
Year 2 Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	40	4.7	.5164	.26667	.10987
1.2	41	4.487805	.74572	.5561	.16617
1.3	41	4.146341	1.01393	1.02805	.24454
1.4	37	4.027027	1.09256	1.19369	.27131
1.5	38	4.157895	1.10347	1.21764	.26539
2.1	40	3.85	.94868	.9	.24641
2.2	40	3.9	1.05733	1.11795	.27111
2.3	39	3.820513	1.02268	1.04588	.26768
2.4	40	4.05	1.01147	1.02308	.24975
2.5	40	3.975	.97369	.94808	.24495
2.6	38	3.81579	1.00956	1.0192	.26457
2.7	38	3.81579	.8961	.80299	.23484

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
0	17	0	0	0	0
1	15	2	0	0	0
2	9	2	0	0	0
TOTAL	41	2	0	0	

Project Edge trainer: C. Woody
Workshop Evaluations-4/92

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	26	4.57692	.57779	.33385	.12624
1.2	27	4.7037	.54171	.29345	.11517
1.3	26	4.46154	.70602	.49846	.15825
1.4	27	4.14815	.66238	.43875	.15968
1.5	27	4.59259	.50071	.25071	.10903
2.1	27	4.22222	.75107	.5641	.17788
2.2	27	4.40741	.69389	.48148	.15744
2.3	27	4.2963	.77533	.60114	.18047
2.4	27	4.40741	.74726	.5584	.16955
.5	27	4.25926	.71213	.50712	.16719
2.6	35	4.37143	.68966	.47563	.15777
2.7	29	4.2069	.86103	.74138	.20467
3	30	1.5	2.37443	5.63793	1.58296

Want more training: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
1	19	4.736842	.452414
MISS	5	4	.7071068
2	2	4.5	.7071068
TOTAL	26	4.576923	.5777942

MISSING: 12

Project Edge Trainer: S. Youngblood
Workshop Evaluations-4/92

--MEAN AND STANDARD DEVIATION--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	15	4.73333	.59362	.35238	.12541
1.2	15	4.66667	.61721	.38095	.13226
1.3	14	4.57143	.85163	.72527	.18629
1.4	15	4.13333	.91548	.8381	.22149
1.5	14	4.42857	.85163	.72527	.1923
2.1	15	4.4	.82808	.68571	.1882
2.2	14	4.35714	.8419	.70879	.19322
2.3	14	4.35714	.8419	.70879	.19322
2.4	14	4.21429	1.0509	1.1044	.24937
.5	13	4.53846	.77625	.60256	.17104
2.6	14	4.14286	.94926	.9011	.22913
2.7	14	4.07143	.91687	.84066	.2252
3	7	1.28571	.48795	.2381	.37952

Want more training: Yes=1, No=2

BREAKDOWN OF '1.1'

3

	N	MEAN	STD DEV
MISS	8	4.875	.3535533
1	5	5	0
2	2	3.5	.7071068
TOTAL	15	4.733333	.5936168

INDIVIDUAL WORKSHOP EVALUATION ITEM ANALYSIS

PROJECT EDGE TRAINING MERGE
Workshop Evaluations of 969 Paricipants
Year 1 and Year 2 Results Combined

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	951	4.535226	.73454	.53955	.16196
1.2	951	4.507886	.73103	.53441	.16217
1.3	936	4.427351	.83318	.69418	.18819
1.4	934	4.267666	.89244	.79645	.20912
1.5	933	4.444802	.80796	.6528	.18178
2.1	946	4.269556	.79699	.6352	.18667
2.2	949	4.297155	.77419	.59937	.18016
2.3	938	4.26226	.80253	.64406	.18829
2.4	936	4.225427	.83726	.701	.19815
2.5	918	4.156863	.89675	.80416	.21573
5	939	4.235357	.90661	.82195	.21406
2.7	917	4.187568	.90108	.81194	.21518

Want more training in this area: Yes = 1; No = 2

BREAKDOWN OF 'Yr.1/2'

3 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
MISS	337	1.75668	.42973	.18467	.24462
0	1	0			
1	464	1.56681	1.11531	1.24391	.71183
2	156	1.58974	.5665	.32093	.35635
4	1	2			
5	1	5			
TOTAL	959	1.641293	.85883	.73758	.52326

. MISSING: 1

PROJECT EDGE TRAINING
Workshop Evaluations of 969 Paricipants
Year 1 Results Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	363	4.426997	.81223	.65971	.18347
1.2	365	4.463014	.78578	.61745	.17606
1.3	354	4.409605	.83073	.69011	.18839
1.4	354	4.110169	.95612	.91417	.23262
1.5	357	4.397759	.85051	.72337	.1934
2.1	362	4.220995	.83934	.70449	.19885
2.2	365	4.260274	.80907	.6546	.18991
2.3	358	4.195531	.84401	.71236	.20117
2.4	361	4.138504	.85485	.73076	.20656
2.5	346	4.063584	.94884	.90029	.2335
6	364	4.318681	.85447	.73012	.19785
2.7	352	4.198864	.87719	.76946	.20891

PROJECT EDGE TRAINING
Workshop Evaluations of 969 Participants
Year 2 Results Only

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1.1	585	4.601709	.67514	.45582	.14672
1.2	583	4.535163	.69489	.48287	.15322
1.3	579	4.43696	.8365	.69974	.18853
1.4	577	4.362218	.83883	.70364	.19229
1.5	573	4.47295	.78093	.60984	.17459
2.1	581	4.297762	.76956	.59222	.17906
2.2	581	4.318417	.75212	.56568	.17416
2.3	577	4.303293	.77272	.59709	.17956
2.4	572	4.281468	.81759	.66845	.19096
2.5	569	4.212654	.85916	.73815	.20395
2.6	572	4.181818	.93491	.87406	.22357
2.7	562	4.181495	.91286	.83331	.21831

PROJECT EDGE
CORRELATION of Workshop Evaluation Items
Year 1 and Year 2 Data Merged for 969 cases

--CORRELATION MATRIX (r)--

	1# 1.1	2# 1.2	3# 1.3	4# 1.4
1.1#	1	.70078**	.47403**	.51099**
1.2#	.70078**	1	.61057**	.57515**
1.3#	.47403**	.61057**	1	.61475**
1.4#	.51099**	.57515**	.61475**	1
1.5#	.4929**	.54286**	.68392**	.62328**
2.1#	.41048**	.45118**	.55152**	.51856**
2.2#	.38192**	.4501**	.54903**	.4661**
2.3#	.38737**	.44067**	.53417**	.47721**
2.4#	.37344**	.47758**	.58237**	.51875**
2.5#	.40677**	.46836**	.59882**	.53593**
2.6#	.30265**	.33298**	.4696**	.39389**
2.7#	.29826**	.3336**	.48147**	.42663**
3#	-.13997**	-.13166**	-.2649**	-.17982**

#=VARIABLE HAS MISSING VALUES
** p<.01 * p<.05

	5# 1.5	6# 2.1	7# 2.2	8# 2.3
1.1#	.4929**	.41048**	.38192**	.38737**
1.2#	.54286**	.45118**	.4501**	.44067**
1.3#	.68392**	.55152**	.54903**	.53417**
1.4#	.62328**	.51856**	.4661**	.47721**
1.5#	1	.61595**	.61595**	.58957**
2.1#	.61595**	1	.77682**	.72203**
2.2#	.61595**	.77682**	1	.80811**
2.3#	.58957**	.72203**	.80811**	1
2.4#	.61194**	.70865**	.72333**	.74749**
2.5#	.59529**	.66926**	.6522**	.65831**
2.6#	.48241**	.58684**	.5854**	.5545**
2.7#	.4983**	.62865**	.62509**	.59813**
3#	-.24957**	-.32492**	-.27781**	-.29355**

#=VARIABLE HAS MISSING VALUES
** p<.01 * p<.05

	9# 2.4	10# 2.5	11# 2.6	12# 2.7
1.1#	.37344**	.40677**	.30265**	.29826**
1.2#	.47758**	.46836**	.33298**	.3336**
1.3#	.58237**	.59882**	.4696**	.48147**
1.4#	.51875**	.53593**	.39389**	.42663**
1.5#	.61194**	.59529**	.48241**	.4983**
2.1#	.70865**	.66926**	.58684**	.62865**
2.2#	.72333**	.6522**	.5854**	.62509**
2.3#	.74749**	.65831**	.5545**	.59813**
2.4#	1	.70241**	.56562**	.59412**
2.5#	.70241**	1	.58441**	.56716**
2.6#	.56562**	.58441**	1	.80131**
2.7#	.59412**	.56716**	.80131**	1
3#	-.27475**	-.26694**	-.34387**	-.36095**

#=VARIABLE HAS MISSING VALUES
** p<.01 * p<.05

	13#
	3
1.1#	-.13997**
1.2#	-.13166**
1.3#	-.2649**
1.4#	-.17982**
1.5#	-.24957**
2.1#	-.32492**
2.2#	-.27781**
2.3#	-.29355**
2.4#	-.27475**
2.5#	-.26694**
2.6#	-.34387**
2.7#	-.36095**
3#	1

#=VARIABLE HAS MISSING VALUES
** p<.01 * p<.05

PROJECT EDGE
WORKSHOP EVALUATIONS
YEAR 1 AND YEAR 2 RESULTS MERGED (969 CASES)

--HOYT'S ANALYSIS--

SOURCE	SUM SQRES	DF	MEAN SQRES	F-RATIO	PROB
BETWEEN ITEMS	170.8	11	15.52727	50.095	<.0001
BETWEEN CASES	4430.8	959	4.62023	14.906	<.0001
ERROR	3269.713	10549	.30995		
TOTAL	7871.313	11519			

RELIABILITY COEFF R(XX): .93291

STAND. ERROR OF MEASUREMENT: .55674

COLUMN MEAN SUBSTITUTED FOR MISSING VALUES

PROJECT EDGE TRAINING
T-test: Var.#1.1 Objectives were clearly stated
Year 1 and Year 2 Responses Compared

--T-TEST (IND GRPS, POOLED VARIANCES)--

SUBSET #	1	2
GRP CODE:	1	2
SIZE:	363	585
MEAN:	4.426998	4.601712
SD:	.812227	.675142

F-RATIO (VAR):	1.447321
DF:	362 , 584
2-TAIL PROB:	.0002
T-VALUE:	-3.578877
DF:	946
2-TAIL PROB:	.0004
OMEGA SQUARED:	.012303
ETA SQUARED:	.013359

PROJECT EDGE TRAINING
T-test: Var.#1.2 Information was clearly presented
Year 1 and Year 2 Responses Compared

--T-TEST (IND GRPS, POOLED VARIANCES)--

SUBSET #	1	2
GRP CODE:	1	2
SIZE:	365	583
MEAN:	4.463016	4.535165
SD:	.785777	.694888

F-RATIO (VAR):	1.278701
DF:	364 , 582
2-TAIL PROB:	.0089
T-VALUE:	-1.478326
DF:	946
2-TAIL PROB:	.1396
OMEGA SQUARED:	.001249
ETA SQUARED:	.002305

PROJECT EDGE TRAINING
T-test: Var. #1.3 Discussion was informative
Year 1 and Year 2 Responses Compared

--T-TEST (IND GRPS, POOLED VARIANCES)--

SUBSET #	1	2
GRP CODE:	1	2
SIZE:	354	579
MEAN:	4.409605	4.436963
SD:	.830726	.836506

F-RATIO (VAR):	1.013963
DF:	578 , 353
2-TAIL PROB:	.8912
T-VALUE:	-.486019
DF:	931
2-TAIL PROB:	.6271
OMEGA SQUARED:	-.000819
ETA SQUARED:	.000254

PROJECT EDGE TRAINNG
T-test: Var. #1.4 Technology used enhanced the presentation of ideas
Year 1 and Year 2 Responses Compared

--T-TEST (IND GRPS, POOLED VARIANCES)--

SUBSET #	1	2
GRP CODE:	1	2
SIZE:	354	577
MEAN:	4.110168	4.362217
SD:	.956125	.838832

F-RATIO (VAR):	1.299212
DF:	353 , 576
2-TAIL PROB:	.0061
T-VALUE:	-4.217379
DF:	929
2-TAIL PROB:	<.0001
OMEGA SQUARED:	.017711
ETA SQUARED:	.018786

PROJECT EDGE TRAINING
T-test: Var. #1.5 Ideas presented related to the needs of our projec
Year 1 and Year 2 Responses Compared

--T-TEST (IND GRPS, POOLED VARIANCES)--

SUBSET #	1	2
GRP CODE:	1	2
SIZE:	357	573
MEAN:	4.397761	4.47295
SD:	.850509	.780924

F-RATIO (VAR):	1.186151
DF:	356 , 572
2-TAIL PROB:	.0705
T-VALUE:	-1.379552
DF:	928
2-TAIL PROB:	.1681
OMEGA SQUARED:	.00097
ETA SQUARED:	.002047

PROJECT EDGE TRAINING
T-test: Var. #2.1 Overall (meaningfulness of training to you)
Year 1 and Year 2 Responses Compared

--T-TEST (IND GRPS, POOLED VARIANCES)--

SUBSET #	1	2
GRP CODE:	1	2
SIZE:	362	581
MEAN:	4.220994	4.297763
SD:	.839339	.769557

F-RATIO (VAR):	1.189581
DF:	361 , 580
2-TAIL PROB:	.064
T-VALUE:	-1.438421
DF:	941
2-TAIL PROB:	.1506
OMEGA SQUARED:	.001132
ETA SQUARED:	.002194

PROJECT EDGE TRAINING
T=test: Var. #2.2 Usefulness of ideas presented
Year 1 and Year 2 Responses Compared

--T-TEST (IND GRPS, POOLED VARIANCES)--

SUBSET #	1	2
GRP CODE:	1	2
SIZE:	365	581
MEAN:	4.260275	4.318415
SD:	.809073	.752117

F-RATIO (VAR):	1.157192
DF:	364 , 580
2-TAIL PROB:	.1189
T-VALUE:	-1.123835
DF:	944
2-TAIL PROB:	.2614
OMEGA SQUARED:	.000278
ETA SQUARED:	.001336

PROJECT EDGE TRAINING
T-test: Var.#2.3 Usefulness of materials shared
Year 1 and Year 2 Responses Compared

--T-TEST (IND GRPS, POOLED VARIANCES)--

SUBSET #	1	2
GRP CODE:	1	2
SIZE:	358	577
MEAN:	4.195532	4.303294
SD:	.844015	.772716

F-RATIO (VAR):	1.193055
DF:	357 , 576
2-TAIL PROB:	.0609
T-VALUE:	-2.000307
DF:	933
2-TAIL PROB:	.0457
OMEGA SQUARED:	.0032
ETA SQUARED:	.00427

PROJECT EDGE TRAINING
T-test: Var.#2.4 Usefulness of the strategies modeled
Year 1 and Year 2 Responses Compared

--T-TEST (IND GRPS, POOLED VARIANCES)--

SUBSET #	1	2
GRP CODE:	1	2
SIZE:	361	572
MEAN:	4.138503	4.281466
SD:	.854846	.817587

F-RATIO (VAR):	1.09322
DF:	360 , 571
2-TAIL PROB:	.3444
T-VALUE:	-2.555712
DF:	931
2-TAIL PROB:	.0108
OMEGA SQUARED:	.005894
ETA SQUARED:	.006967

PROJECT EDGE TRAINING
T-test: Var.#2.5 Usefulness of discussions
Year 1 and Year 2 Responses Compared

--T-TEST (IND GRPS, POOLED VARIANCES)--

SUBSET #	1	2
GRP CODE:	1	2
SIZE:	346	569
MEAN:	4.063583	4.212654
SD:	.948838	.859156

F-RATIO (VAR):	1.219663
DF:	345 , 568
2-TAIL PROB:	.0373
T-VALUE:	-2.445627
DF:	913
2-TAIL PROB:	.0147
OMEGA SQUARED:	.005414
ETA SQUARED:	.006508

PROJECT EDGE TRAINING
T-test: Var.#2.6 Influenced your thoughts on needs of G/T
Year 1 and Year 2 Responses Compared

--T-TEST (IND GRPS, POOLED VARIANCES)--

SUBSET #	1	2
GRP CODE:	1	2
SIZE:	364	572
MEAN:	4.318681	4.181816
SD:	.854471	.934914

F-RATIO (VAR):	1.19715
DF:	571 , 363
2-TAIL PROB:	.0605
T-VALUE:	2.25681
DF:	934
2-TAIL PROB:	.0242
OMEGA SQUARED:	.004354
ETA SQUARED:	.005424

PROJECT EDGE TRAINING
T-test: Var.#2.7 Influenced ways you meet needs of G/T
Year 1 and Year 2 Responses Compared

--T-TEST (IND GRPS, POOLED VARIANCES)--

SUBSET #	1	2
GRP CODE:	1	2
SIZE:	352	562
MEAN:	4.198864	4.181494
SD:	.877186	.912859

F-RATIO (VAR):	1.082987
DF:	561 , 351
2-TAIL PROB:	.4136
T-VALUE:	.284164
DF:	912
2-TAIL PROB:	.7764
OMEGA SQUARED:	-.001007
ETA SQUARED:	.000089

OBJECTIVE #4

OBJECTIVE #4: Follow-up evaluation of inservice workshops

- **Summary of follow-up survey results completed by school districts**

PROJECT EDGE
FOLLOW-UP SURVEY RESULTS

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1	13	4.230769	.72501	.52564	.17137
2	13	4.076923	.75955	.57692	.18631
3	13	4.076923	.86232	.74359	.21151
4	13	4.384615	.76795	.58974	.17515
5	13	4.153846	.80064	.64103	.19275

Has the quality of learning opportunities for G/T students improved in your district because of Project EDGE training? Yes=1; No=2

BREAKDOWN OF 'E/W'

6 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
1	13	1.23077	.43853	.19231	.3563
TOTAL	13	1.230769	.43853	.19231	.3563

Number responding from East = 1; West = 2

BREAKDOWN OF '6'

E/W GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
1	10	1	0	0	0
2	3	1	0	0	0
TOTAL	13	1	0	0	

PROJECT EDGE
FOLLOW-UP SURVEY ITEM ANALYSIS

--CORRELATION MATRIX (r)--

	1	2	3	4
1	1	.41906	.23583	.27632
2	.41906	1	.7536**	.23078
3	.23583	.7536**	1	.45496
4	.27632	.23078	.45496	1
5	.36442	.39001	.46424	.57341*

** p<.01 * p<.05

	5
1	.36442
2	.39001
3	.46424
4	.57341*
5	1

** p<.01 * p<.05

FOLLOW-UP EVALUATION

January 26, 1993

To: Districts Receiving Project EDGE Training

From: Michael Hall, Gifted and Talented Education Specialist

Re: Follow-up Survey

To complete the final report on Project EDGE for the U. S. Department of Education, we are asking districts with a significant percent of their staff who were trained by the project to complete a short survey. Your attention to this survey is greatly appreciated as we work to show the impact that the federal money has had on gifted education in our state.

Project EDGE

Follow-up Survey

Information collected during state-level and regional workshops indicates that at least 50 percent or your district's teaching staff participated in Project EDGE workshops during the past two years. These workshops were designed to help teaching staff address the learning needs of gifted and talented students in your school(s). To determine the degree of impact such training had, please rate the following items.

Scale: **Not at all = 1; Somewhat = 3; Very high =5**

1. The degree of overall impact of the training(s).

   1 2 3 4 5

2. The degree to which the materials are being used that were distributed at the training(s).

   1 2 3 4 5

3. The degree to which the strategies are being used that were presented at the training(s).

   1 2 3 4 5

4. The degree of influence the trained staff have had on your thoughts regarding the needs of gifted and talented students.

   1 2 3 4 5

5. The degree of influence the trained staff have had on the ways you now support meeting the needs of gifted and talented students.

   1 2 3 4 5

6. Has the quality of learning opportunities in your district improved for gifted and talented students because of the Project EDGE training received by your staff?

   Yes No

Please fold and return to the address shown on the other side by *February 10, 1993.*

Thank you!

PROJECT EDGE
FOLLOW-UP SURVEY RESULTS

--STANDARD DEVIATION ERROR BARS--

VAR NAME	SIZE	MEAN	SAMPLE STD DEV	SAMPLE VARIANCE	COEF. OF VARIATION
1	12	4.25	.75378	.56818	.17736
2	12	4.083334	.79296	.62879	.19419
3	12	4.083334	.90034	.81061	.22049
4	12	4.333334	.7785	.60606	.17965
5	12	4.25	.75378	.56818	.17736

Has the quality of learning opportunities for G/T students improved in your idstrict because of Project EDGE training? Yes=1; No=2

BREAKDOWN OF 'E/W'

6 GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
1	12	1.25	.45227	.20455	.36181
TOTAL	12	1.25	.45227	.20455	.36181

Number responding from East = 1; West = 2

BREAKDOWN OF '6'

E/W GROUP	N	MEAN	STD DEV	VARIANCE	COEF VAR
1	9	1	0	0	0
2	3	1	0	0	0
TOTAL	12	1	0	0	

PROJECT EDGE
FOLLOW-UP SURVEY ITEM ANALYSIS

--CORRELATION MATRIX (r)--

	1	2	3	4
1	1	.41826	.23442	.30984
2	.41826	1	.7534**	.24544
3	.23442	.7534**	1	.47557
4	.30984	.24544	.47557	1
5	.36	.41826	.50233	.7746**
6	0	0	0	0

** p<.01 * p<.05

	5	6
1	.36	0
2	.41826	0
3	.50233	0
4	.7746**	0
5	1	0
6	0	1

** p<.01 * p<.05